

## Searching for solutions: Schools, students try to narrow the achievement gap

### Black honors, advanced placement (AP) support group to be started

BY ANNA DALEY  
Staff Reporter

Developing a recruitment and support program for black honors and advanced placement (AP) students is the focus of a senior project for Rashad Burnley, Asharra Hill and Bakara Lewis.

According to Burnley, the idea came from the high school Achievement Subcommittee, which has long wanted to change the imbalance between black and white students. Lewis and Hill originally had other projects in mind, but they abandoned their previous projects because they felt this issue was more important.

"I already had a project but I felt this definitely had to happen. Students need to be a part of something like this," Lewis said.

All three have their own reasons for beginning the project. Burnley said that all of them know what it is like to be "singled out" as the only black student in an AP or honors class.

"I had a teacher discourage me from a higher level class. You need encouragement from teachers and parents to succeed in those levels of classes," Hill said.

The actual ratio of whites to blacks in the school is about 50:50 but the ratio of whites to blacks in honors classes is roughly four to one, and the ratio in AP classes is roughly nine to one, according to the Project Achieve report statistics on the years '91-'92 through '95-'96.

"I hear many [black] students say they drop their higher level classes because they aren't comfortable; they need to have the support to take those classes," Lewis said.

Hill feels that the lack of support became apparent in elementary school and middle school. She said it is important to help younger kids and share experiences with each other through the program they will set up as their project.

"I was never considered for honors and advanced placement classes when I was in the Middle school. I had to decide to take those classes myself. Not enough African-American students are encouraged to take those classes," Hill said.

Burnley is also a minority achievement committee (MAC) scholar, and he said that it gives him a feeling of responsibility wherever he is.

"There are responsibilities, but also privileges. I get to help others; that's a privilege," Burnley said.

Burnley and Lewis want the racial achievement gap to disappear. Burnley spoke on the announcements the day after the last Shakerite was distributed.

"I didn't have to do it. I'm the one who complained. I felt that if I could do something about it I should," Burnley said about his speech over the school PA system.



All right, here's the problem. The newly-formed Civil Rights Commission is investigating what educational barriers exist in Shaker today and what can be done about them. Shakerite photo courtesy of Allison Beamer

BY NAJAH FARLEY  
AND MILES BERGER  
Staff Reporter and  
Co-Editor-in-Chief

As a result of the community wide discussions about the racial achievement gap in the Shaker schools, several groups are starting programs to address the issue. Here are just a few of them.

#### High School Administration

The high school administration is starting six specific "initiatives in response to feedback." First, the School and Community Relations Committee is beginning to make plans for Black History Month 1998. The committee is headed by biology teacher Paul Repasy and English teacher Beth Illes-Johnson.

Second, the School and Community Relations committee is taking a diversity check of the high school. They are also looking for the steps to improve diversity in the high school.

Third, a review of minority presence on the Shakerite and the Gristmill is being conducted by English department head Jon Bender, Shakerite adviser Sally Schwartz and two minority teachers or administrators outside of the English department. They will report on the current status of minority involvement and offer a plan for improvements.

Fourth, there will be a professional development program on learning styles and minority achievement in the Fall of '97 for teachers. The program is being requested of the Curriculum Committee, headed by math teacher Judy Curran and Spanish teacher Edna Duffy-Murphy.

Fifth, the Learning Committee, headed by Chair of Curriculum and Instruction Dr. Bill Newby, is holding a meeting on Race Relations at Shaker sometime this spring.

Sixth, a female version of the Minority Achievement Committee (MAC) is being planned for next year by male MAC adviser Mary Lynne McGovern and the Achievement Committee.

#### Student Group on Race Relations (SGORR)

SGORR is planning to hold an open forum in the cafeteria on the first Tuesday of every month to discuss race relations and other topics of interest. According to the project proposal, the discussions will occur in small groups of about 10 people, and they will be facilitated by SGORR members. The facilitators will not put any restrictions on what can and what cannot be brought up, but the discussions will be governed by some basic guidelines. SGORR member senior Phil Toomajian hopes these meetings will prompt some solutions to the achievement gap.

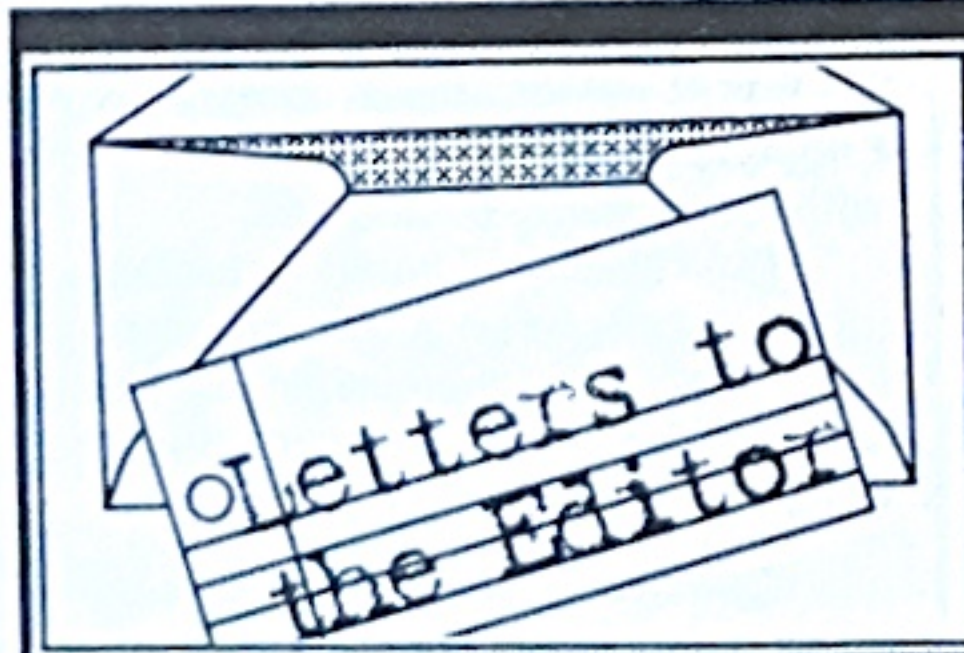
"The problems cannot be solved easily, so maybe in the meetings we can brainstorm together and come up with some ideas. The meetings will hopefully result in proposals to take to Dr. Newby to help the problems," Toomajian said.

#### Student Council

Student Council is starting a sub-committee to work on weekly announcements about different types of people and to put up posters around the school about famous people of various races to appeal to all people, according to senior class president Bakara Lewis.

"I think Student Council itself is an example that good race relations can be accomplished. Our role is to encourage and inspire, to have a school community, and work together as a school to improve the atmosphere," Lewis said. "[We need] more programs like MAC with students supporting other students and parents supporting students."

Student Council president Graham Lanz will be addressing racial issues with the Student Council Executive Committee and the full Student Council.



#### CHECKIN' THE MAILBOX

Read some of the Shakerite's many letters regarding last month's front page article

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#### WHERE ARE THEY NOW?

Gone but not forgotten, Shaker's former athletic stars are still shining

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## Tour buses to Cedar Point new for '97 Prom

New this year on the day after prom are tour buses to Cedar Point for seniors and their guests. Cedar Point entrance, the bus trip, free snacks, friends, fun and safety are all included for \$35. Those who go by themselves may pay more, because they pay a higher entrance fee and parking, as well as gas. The motorcoaches are air conditioned and have reclining cloth seats. Tickets for the "Way to Go" day will be on sale at the same times and locals as the After-Prom tickets.

## Civil Rights Commission reviews barriers in student achievement

BY NICOLE SUTCLIFFE  
AND NAJAH FARLEY

Co-Centerpiece Editor and Staff Reporter

The U.S. Department of Education Office for Civil Rights (OCR) met with community members to discuss perceived barriers to African American achievement in the Shaker school system on March 13 at the Shaker Community Building.

Packed to absolute capacity, parents, students, teachers and other individuals divided into small groups to discuss what barriers they feel exist in Shaker today, and what can be done about them.

According to Lawrence, there are three reasons which cause the OCR to investigate a district. The first is if a complaint has been received from a number of people to the OCR, the second is technical assistance and the last is proactive compliance activity, and Shaker is in the third category.

The OCR stated that this review of the Shaker school system is being conducted because of five priority issues based on individual experiences and research as to what causes educational barriers. Examples are the low number of African Americans in high level classes, the over representation of minorities in the lower tracks and racial or sexual harassment.

"Now we are looking to the community members to get some indication as to the actual and perceived barriers to obtaining an education," Lawrence said.

Students as well as parents were able to express their own concerns at the meeting, helping others to gain different perspectives.

"I had not understood all of the various angles people saw of the issue. The meeting helped me to understand them better," senior Wallis Wilkinson said.

Senior Michael Bailey, a Minority Achievement Committee (MAC) Scholar, agreed.

"I feel the meeting helped the community, staff and teachers know about how the black students and parents feel about



Thinking hard. Principal A. Jack Rumbaugh is concerned about the racial achievement gap and hopes to see it narrow.

Shakerite Photo by Grace Fuller

the difficulty of getting into upper level classes," Bailey said.

One of the steps taken by the OCR is to look into the lower grades to see the depth of the problem. They have visited the elementary schools to get an idea how programs work as stated by the teachers and the district.

According to senior MAC scholar Allen Foster, a large division begins in the fifth and sixth grades, when white students are sent to upper level classes, while the majority of African American children are left behind.

"When you are young that type of stuff sticks with you because [the black children] look at those classes as the white kids' classes," said Foster.

According to OCR, the ratio of minority students to white students in the higher level tracks is 1 to 10. Reasons discussed in the small groups as to why this occurs ranged from peer pressure from other African American students to early separa-

tion and being discouraged by counselors and teachers to take upper level classes.

"The main barrier I heard was the lack of communication. The black parents were not being told about open enrollment in the higher level classes. There should be more [communication] so the black parents don't have to search for it," Bailey said.

The next step, according to the OCR, is to contact the other schools, collect more input and then let the district know what they find.

"Now that we have gathered and identified the barriers of African American students, we can come up with solutions," team leader of the OCR Mary Pratchet said.

Wilkinson agreed with this goal.

"I hope that the advanced placement and Honors classes will be more integrated in the future and I hope more parents, teachers and students will put in more time to reach that goal," Wilkinson said.

## Student Council plans events, addresses student concerns

BY LINDSAY CAMPBELL

Staff Reporter

Student Council is actively involved in setting up events and dealing with student problems and issues, according to Student Council President Graham Lanz.

Most recently the Student Council held the shamrock sale for muscular dystrophy. They found little student interest in this area, so they channeled their energy into another valuable project. They are making a copy of the Shaker flag flown at football games to be flown daily with the American flag.

The Council also revised our Alma Mater by changing wording and eliminating outdated terms, according to Senior Class President Asharra Hill. The student body sang the updated version at the Takatori Japan Welcome Assembly and it will be sung at almost all assemblies to come.

Student Council also helped sponsor the March 25 Dance Afrika Dance assembly. The event was sponsored by the Student Council, SGORR, MAC, the African American Cultural Association and Parents for Cooperative Community Education. The assembly included a speaker, the professional dance group, and the singing of "Lift Every Voice and Sing."

Another valuable event was the Student Council symposium on March 21. Lanz, sophomore Landon Lockhart, Hill and two others attended this downtown meeting. At the symposium, area student councils came together to share ideas. In particular, Shaker representatives were given a presentation on communication with administration and the principal. At the symposium East Tech High School offered to have a partnership like a sister school, with Shaker, according to Lanz.

Student Council is also looking into the lack of integration at Shaker. Student Council is trying to diversify the crowds at basketball and hockey games, which are predominantly black and predominantly white, respectively. The program, which must be refined to accord with Lake Erie region rules, will allow students who buy a ticket for one game to get a free ticket to a future game. The Student Council has high hopes for this idea, according to Hill.

The policy committee of Student Council has also begun a project of beautifying the school. They are considering putting picnic tables in the courtyard and adding more shrubs around the school, according to Lanz.

The final topic of concern which the Student Council is addressing is that of student bathrooms. Complaints about them are being catalogued by Lanz and freshman Lauren Gilbride. They will present these complaints to Principal A. Jack Rumbaugh and they will also speak to custodians.

The Student Council is taking an increasingly active role in student needs and they encourage participation and suggestions, according to Lanz.

Caillin Masini contributed to this article

## π Pi day is a real "hit" π

BY GRAHAM LANZ

Staff Reporter

March 14 the math department sponsored "pi day," the celebration of the day whose date resembles the number 3.14.

The School Community Relations faculty committee, chaired by Biology teacher Paul Repasy and English teacher Beth Illes-Johnson, asked each department to sponsor some type of event throughout the year. Math teacher Sondra Martin said the math department chose the event to get everybody to have some fun and maybe learn some math.

Pi day capped off a week of math related festivities. Every day math problems were read on the morning announcements as a contest. Raps written by math teachers were also performed over the PA. The math department treated the rest of the faculty to pie, which could also be purchased in the cafeteria.

The highlight of pi day occurred at 3:14 p.m. in the egress. Two lucky winners got the chance to throw pies at two unlucky math teachers.

Walter Slovickowski and Al Slawson

were the unlucky teachers. Their faces appeared on wanted posters around the school, which were designed by computer teacher Phil Smith.

"Al Slawson and I were the only [teachers] who decided not to purchase the ugly shirts other math teachers were wearing. We chose not to be sheep and to take our own stand," Slovickowski said.

Martin said that the faculty had other motives for throwing pies at Slawson and Slovickowski. They wanted to show the school the punishment for going against the math department.

"We had to find a fitting way on pi day to announce that they were too cheap to buy [the shirts]," Martin said.

Slawson suffered for his decision first. Senior Tiffany Reese, one of the contest winners, received the chance to hit him with a pie, and she received a spirit pass and a Donatos pizza. Reese sprayed the pie on Slawson and the onlooking crowd.

"I was surprised I got picked," Reese said.

After tasting the icing from Slawson's face, Slovickowski was given a pie in his face. Slovickowski did not go easily, however. He tried to duck away from the pie once and pleaded to the crowd to take

Principal A. Jack Rumbaugh instead.

The pie that hit Slovickowski was thrown by math teacher Xavier Allen.

"[It was] exhilarating, a first year teacher's dream come true. It could not have happened to a better duo," Allen said.

When asked how he felt after the event was over, Slovickowski answered, "creamy."

Slawson said it looked like "a large" bird had flown over him as he wiped the cream from his shoulders.

Slawson also wished to remind geometry students that "pie is round. Cornbread is squared."

In addition to the contest, which raised approximately \$14 for Student Council, according to Sue Weiner, a number of math classes celebrated during class.

"Pi day is wonderful because I get to have a party in math," sophomore Nicole Kirtley said.

Martin said pi day will not fall on a week day for another two years. She did say, however, that if pi day falls on a Wednesday or Thursday, the cafeteria staff has promised pizza for the entire school.



## NEWS BRIEF

## Female MAC to be installed next fall

BY CAITLIN MASINI  
Co-News Editor

A female MAC program, modeled after the current male MAC program, is in the works for next fall.

The Minority Achievement Committee (MAC) was originally created for high achieving African American males (MAC scholars) to assist and encourage under achieving African American males. The program is now being expanded to females. A sub-committee of the Achievement Committee is currently interviewing 20 to 25 high achieving African American junior and sophomore females.

Eight to ten females will be selected, according to MAC adviser Mary Lynne McGovern. Math teacher Georgette Young and Lisa Locklear, a counselor at Shaker Heights Youth and Family Counseling Center, are the co-advisers of Female MAC.

Once the scholars are selected, they will spend the spring planning out the program for next year with McGovern. They will discuss how to listen and be sensitive to the upcoming freshmen as well as how to pass on the tools they have learned to be successful in high school. They will also learn how to deal with potential behavior and discipline problems, according to McGovern.

## Seniors help film PBS documentary focusing on Shaker race relations

BY SARAH LEVIN  
Staff Reporter

Since the beginning of Shaker Heights, race relations has always been a predominant issue in our community. Currently, seniors Grayden MacClennan and Susan Murray have undertaken a major role in helping with a PBS documentary focusing on race relations throughout Shaker.

MacClennan, considered a "technological wizard" by many, is helping to film footage for the documentary. He and Murray are interviewing people in Shaker, including students, citizens and city officials, to find out their views on race relations.

Murray, on the other hand, is the student director of the documentary. She is the one who conducts all of the research and interviews, and she also decides what to shoot, when and where, as well as being in charge of making artistic decisions. Both students are under the supervision of Stuart Math, a former Shaker Heights resident who now works for PBS.

They became involved in spring '96, when Math contacted the school to see if anyone would be interested in helping. Currently, MacClennan and Murray are the only two Shaker residents working on the documentary.

"Being interested in video and film, Grayden and I jumped at the chance as soon as we heard about it," Murray said.

The recent controversial Shakerite article sparked a lot of excitement that will be very helpful to the documentary.

According to Murray, before the incident they had just been filming various sports events and other events in the community, but once this occurred, they had a lot more to work with. Murray said that when she interviewed people last year, they did not feel there was a problem with race relations within Shaker, but the many issues that have come to light this year have caused people to take a different outlook. These recent events have also made it clear that race relations is becoming a predominant issue in Shaker. In interviewing students and residents of Shaker, Murray wants to show the issue from many different points of view and from all sides of the issue.

"We taped Mr. Springstubb's AP 12th grade English class, and we got into a pretty heated discussion. The rally after school [on Feb. 28] also gave us a lot of feedback on how the students feel about race relations. Many of the things that were said were very useful and honest, so we'll include that in the documentary," Murray said.

The documentary has been an ongoing



Working hard. Senior Susan Murray poses with her clipboard.

Shakerite photo courtesy of Theater Department

ing project for the past three or four years, and it chronicles race relations throughout the history of the community of Shaker Heights. Hopefully it will air sometime in the next year and a half, according to Murray.

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# Community responds to racial achievement issue

## Shakerite article was insensitive, demeaning

To the Editor:

This letter is in response to the egregiously insulting front page Shakerite article dated Feb. 28, 1997. There was an unfair implication that all African American students are non-achieving dolts whose guardians are in need of parenting classes. The effrontery of the Shakerite staff is unbelievable.

First, those statistics were taken out of context without any attempt to deal with, explain or discuss the complex variables associated with those figures (i.e. systemic racism, tracking, and transiency).

Second, the article was one-sided with no positive figures on all the motivated and successful African American students in the district who matriculate with honors having been on the honor role, National Merit Finalists, and scholarship winners to prestigious ivy league schools. These same students out score many of their white counterparts on the SAT test. To categorize all African American students in one statistical grouping is criminal.

This particular Shakerite is irresponsible and sensationalistic, yellow journalism at its worst! I have always been proud of being a Shaker educator, teaching at such a fine progressive school noted for its diversity and sensitivity to cultural and human matters. From the tenor of this article, I could be teaching in Jackson Hole, Mississippi.

—Helen Byrdsong, English teacher

To the Editor:

The truth hurts, but it doesn't have to wound. I believe that every fact written in the article "Black & White or shades of gray?" was true. I also believe that your staff meant well, but in any case, it was wrong. To me, a newspaper, or any other publication, must have tact and tastefulness. It must fully anticipate the reaction and consequences of its articles. I feel that you didn't.

The problem is the manner you presented the information. As a ninth grade black female, I was personally offended by the portrayal of Shaker's black students' underachievement as Shaker's only problem. Not that I am saying it isn't a problem. It is a serious one, but what about the underachievement of white students? The way that the article was written, it makes it seem like blacks are the only group at Shaker that is not living up to its potential. I agree with the fact that we can do better, but what about those of us who already are? If you are going to focus on the blacks' underachievement, focus on our achievements also. I have yet to see an article about the achievements of black students in school curricular activities. It seems we are only acknowledged in sports.

In conclusion, I ask that you take notice of these observances. I only hope that nothing like this will happen again.

—Gala A. Copez-Sanders, freshman

To the Editor:

As a ninth grader I'm new to the high school, and using this type of racism to criticize the African American race, to put us down and to make us feel like dirt is the most childish, inappropriate subject that the editor could have printed. I really don't understand how this is supposed to motivate us to do the best that we can if we are still being put down because we are the minority race.

I want to know why more than half of the Caucasian race is prejudiced towards the African American race. What did we do to make you dislike us and treat us differently than the next person? Why is "Black & White" always an issue? No person is black or white. You can be brown, dark brown, light brown, but not black. The same thing goes for white: peach, lighter peach, but not white. I hope this letter can help to contribute to helping us get past color, because you have no idea or feeling to know what we have to go through to make it in this world. It seems like wherever there's an African American man trying to better himself and to set a good example for us, there's always a Caucasian man trying to bring him down.

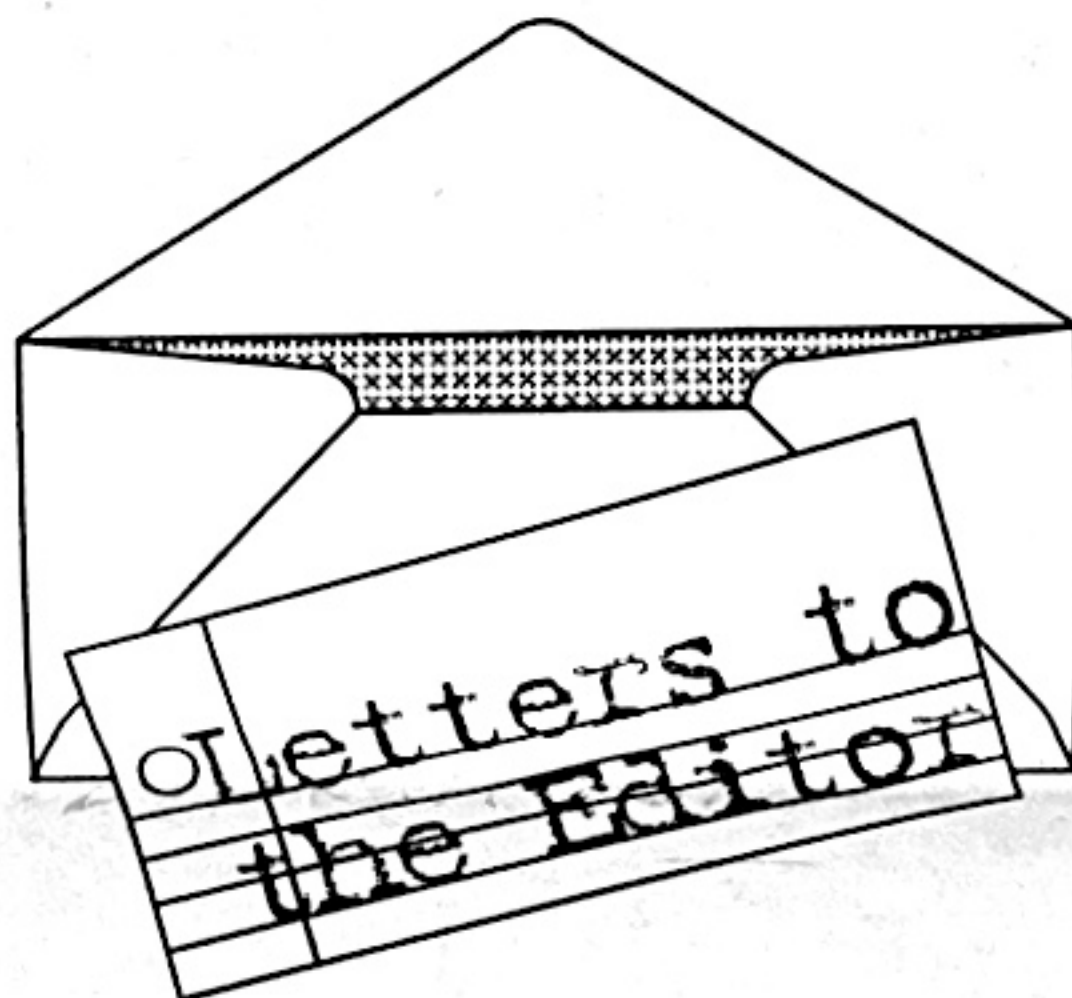
—Cedric Rutherford, freshman

To the Editor:

My fellow African American students and I have taken offense to the battering that black students have received in the Shakerite. This [was in] the month of February which is also Black History Month, a time when individuals should be educated on the contributions of blacks to this country; however, the school newspaper is distributed with nothing but negative anecdotes referring to the under-achievements of its African American students. Not only is this article one-sided, but it could be totally misunderstood by someone who is not mature enough to comprehend the intention behind it. Education can be closely tied in with self-esteem; after reading the statistics and the manner which it was presented I wouldn't be surprised if it lowers one's self-esteem and causes a significant regression.

Although we do understand the statistics that were presented were technically accurate, there is a percentage that is "getting the job done." And instead of publishing that there are 84 percent of black children who receive D's and F's in our high school, it could have been said that there are 16 percent getting C's and above and more need to follow this pattern!

—Concerned African American Students of the Senior Class



## Article was informative, but presented poorly

To the Editor:

I would like to congratulate the staff of the Shakerite for the courage they had to put out such a controversial article. I am glad to know that students have the ability to spark such debate throughout a community. The material may have been represented by insensitive means and contained a title that falsely implied the intent of the article which gave the appearance of attacking a specific group. I feel, though, that the issues the writing addressed are ones in great need of attention. Students have the right to be made aware of the extent of the problems our school system faces and how they are being handled. This is the only way our student body can get involved and help make positive changes.

The speech Dr. Rumbaugh made over the P.A. offended me. I feel that he ignored the apologies and explanations given by the Shakerite editors. I also felt his implications were that people that weren't offended by the article should feel guilty and are wrong, which seemed to be an attempt to detach himself from the problem. Dr. Rumbaugh does, after all, have the right to view the Shakerite before printing to decide if it is appropriate to be distributed but he did not exercise that right. I feel it is wrong to place guilt on those people who interpreted the article not as an attack on a race but as an informative writing offering solutions to increase African American academic performance in our community.

I feel that the Shakerite, as a representative of our school, doesn't significantly acknowledge the achievement of certain groups, for instance artists, musicians, academic achievers, and especially the achievements of blacks in our school. If students are shown the achievements of people similar to themselves, it inspires them and gives them the knowledge that they too can work hard and achieve. I feel the Shakerite should make a stronger attempt to broaden its range of coverage and put more focus on the positive achievements of blacks and other groups in our school.

—Rachel Kibbe, sophomore

Dear African American students;

It saddened me to read the statistics regarding African American student achievement on the front page of the Feb. 27, 1997 issue of the Shakerite. It saddened me more to read in the *Plain Dealer* and see on the news that the African American students at Shaker responded to this article with anger and dismay. But I understand.

I also noted that a "solution" has been proposed to rectify "the problem." My personal experiences with the Shaker system tell me that their "solution" will not work because the school administration was told about "the problem" many years ago when my own children were in attendance in your school system, and then they chose to address "the problem" with the same platitudes and band-aid measures that are being proposed now.

But I have a solution. Do not stay angry. Get even. Here's how:

1. Each day of your life, starting now, remind yourself that learning and excelling at the learning process is a gift that every person receives at birth no matter what color they are or what background they come from.

2. Arrive at school early and be prepared to learn.

3. Do all your homework each night and get help if you need it from your teachers, parents, friends, and librarians—demand that they understand your need to learn.

4. Forget MTV, BET and video games for awhile—all that will be there when you have your outstanding academic credentials. You can watch the reruns with a 4.0 in your pocket and a college degree in your briefcase.

5. Regularly and faithfully use the Shaker library to enhance your learning skills and your information intake. Those librarians are anxious to help you achieve and excel academically.

6. Reject the influence of any person who tells you that your interest in learning is "a white thing." Learning is "a human thing" and you are human.

7. Encourage (beg) your parents to get involved in your school work. Make sure they know who your teachers are and what they say to you in the classroom and during school activities.

8. Go to each of your teachers as often as you need to and ask them what you need to do to improve your daily performance. Tell them that your goal is to achieve an A in their class. Follow through on all of their suggestions.

9. Understand that although racism is a filthy practice and that it does exist in your school system, you have the power to overcome all of that if you make a personal commitment to achieve despite whatever obstacles you encounter. Do not allow their racist practices to be your excuse for not achieving your maximum potential.

10. Focus, focus, focus, and do not believe anybody who tells you that you cannot excel.

Band together, if you must, and notify all persons in the system that you will no longer allow those terrible numbers to define who you are. This is how you can get even and get noticed in a positive way. Good luck!

—Annette G. Butler, parent

## Shaker not really so "integrated" after all

To the Editor:

I am a senior at Shaker Heights and I feel that even though this article posed mostly a problem, it also made people realize that we've had a problem for a long time. Race has always been hidden in Shaker because we're supposed to be so "integrated" and "sophisticated" as a body. However, this school is hardly integrated. We don't take trips to Africa, we take trips to Europe. We don't see cultural bulletin boards, instead we see advertisements for petty holidays. We don't even see a variety of cultural performances, instead we see the Japanese exchange students' performance. What makes things worse is that African Americans didn't even get the chance to celebrate our month. We get the shortest month out of the whole year to celebrate, but this year we didn't even get that, which disappointed many of us. I believe very strongly that if Shaker wants to call themselves a racially balanced and integrated school, let's show it! Show me something about my African people, or Asian people, Australian people, and anyone else necessary. Before we can grow together, Shaker, we must know one another; and trust me, we don't.

—Kalicja Elaine Perry, senior



## Editor's Note

Obviously, the last edition of the Shakerite caused a great deal of controversy, and the letters on these pages are just a few of the many we received. We knew the front page of our last issue was brutally "honest," but we felt our community needed a wake-up call. And, despite the explosion of frustration the issue caused, we feel that it caused a great deal of good as well. According to Principal A. Jack Rumbaugh, preliminary figures show that there is already a large increase in the number of African-American students who will be taking honors and advanced placement (AP) classes next year.

As School Board President Rev. Marvin A. McMickle said, if there is any place where racial achievement gaps can be narrowed, that place is Shaker. Hopefully, the discussions and dialogue the last Shakerite caused will bring us closer to that goal.

-Miles Berger and Scott Fuller, Co-Editors-in-Chief

## Parents, children, school system equally responsible for academic success

To the Editor:

The issue of minority performance in the Shaker schools must be addressed on the moral level that the situation demands. The inescapable moral interdependence of parents, the school system and children must be authentically accepted and responded to with appropriate action.

This matter is about what parents ought to have been doing, what the school system ought to have been doing, and what the children ought to have been doing. These children came into the world as natural, inquisitive and efficient learners. In most cases, the children are the least morally responsible for the outcome of their performance, yet they have a definite measure of moral responsibility.

Parents are the first teachers of children and early in the child's life, the school system takes an increasingly dominant role. Moral responsibility abounds in these two sectors, in addition to that of the children.

When approaches such as the Shakerite article "Black & White" and the administration's Project Achieve study narrowly define this matter as being the black students' problem of educational performance, a major injustice occurs. Black students are directly indicted. The school system is spared an investigation and evaluation as to its degree of responsibility, i.e. whether its value system, its policies, its procedures, its implementation are a contributing cause and in what measure.

This injustice allows white students - due to their misinformation and miseducation - to speak in terms of their supposed intellectual superiority, and black students and their families to be labeled, as a general rule inferior and morally responsible.

We acknowledge A. Jack Rumbaugh's efforts in allowing parents from Caring Communities Organized for Education to join with counselors and peer mediators in the school-wide dialogue after the Shakerite publication. All these parties played a positive role in channeling the students' raw emotion toward an effective beginning at reconciliation.

Yet, the Shaker schools must go much further and admit of the need to maximize for all students, especially students of color, the delivery of educational services. It must admit to the need for systemic changes in the manner it provides for the education of all its students.

Caring Communities was created by the undersigned members of Project Achieve. We recognize the moral interdependence of parents, children and the school system. We have mapped out in our Mission Statement what we believe to be an appropriate direction in providing maximum educational services and achieving educational excellence for all our students. We believe that a far more comprehensive and morally responsible vision than was effected in the Project Achieve recommendations is mandated.

-Caring Communities Organized for Education  
Emanuella Groves  
Ruben Harris  
Kim Sadler

## "Don't shoot the messenger"

To the Editor:

I grew up in Shaker, graduated from Shaker High, and have lived in Shaker my entire adult life. There is nobody, black or white, who does not live in Shaker by choice, and if we cannot talk about race honestly in Shaker, there is nowhere in the country where it can be discussed honestly.

An important question to which I have not heard an answer is why the first public airing of the statistics obtained from Project Achieve, a study involving a group of 100 Shaker parents, teachers, and administrators, was in the student newspaper and not in a school board or administrative publication. The editors and writers of the Shakerite were absolutely right to address the findings of this study. I don't think I would have had the courage when I was a Shakerite editor nearly 30 years ago to tackle a subject this sensitive. I recall with considerable guilt my failing to address, in my sports column, that we had a swimming teacher who said that blacks couldn't swim, so he gave only two days of instruction in a six-week period to a group of mostly black non-swimmers.

That being said, the editors and writers of the Shakerite have also now learned that with the power of the press goes the responsibility to be sensitive to how headlines and articles will be perceived, particularly when the difficult subject of race is discussed. Words in print have an indelible aspect that can cause long-lasting anguish.

I share the hopes of (the Shakerite) that the controversy sparked by the article will lead to honest, open dialogue among black and white students, parents and educators in Shaker toward the goal of insuring that all students receive the support, stimulation and challenge to reach their full potential.

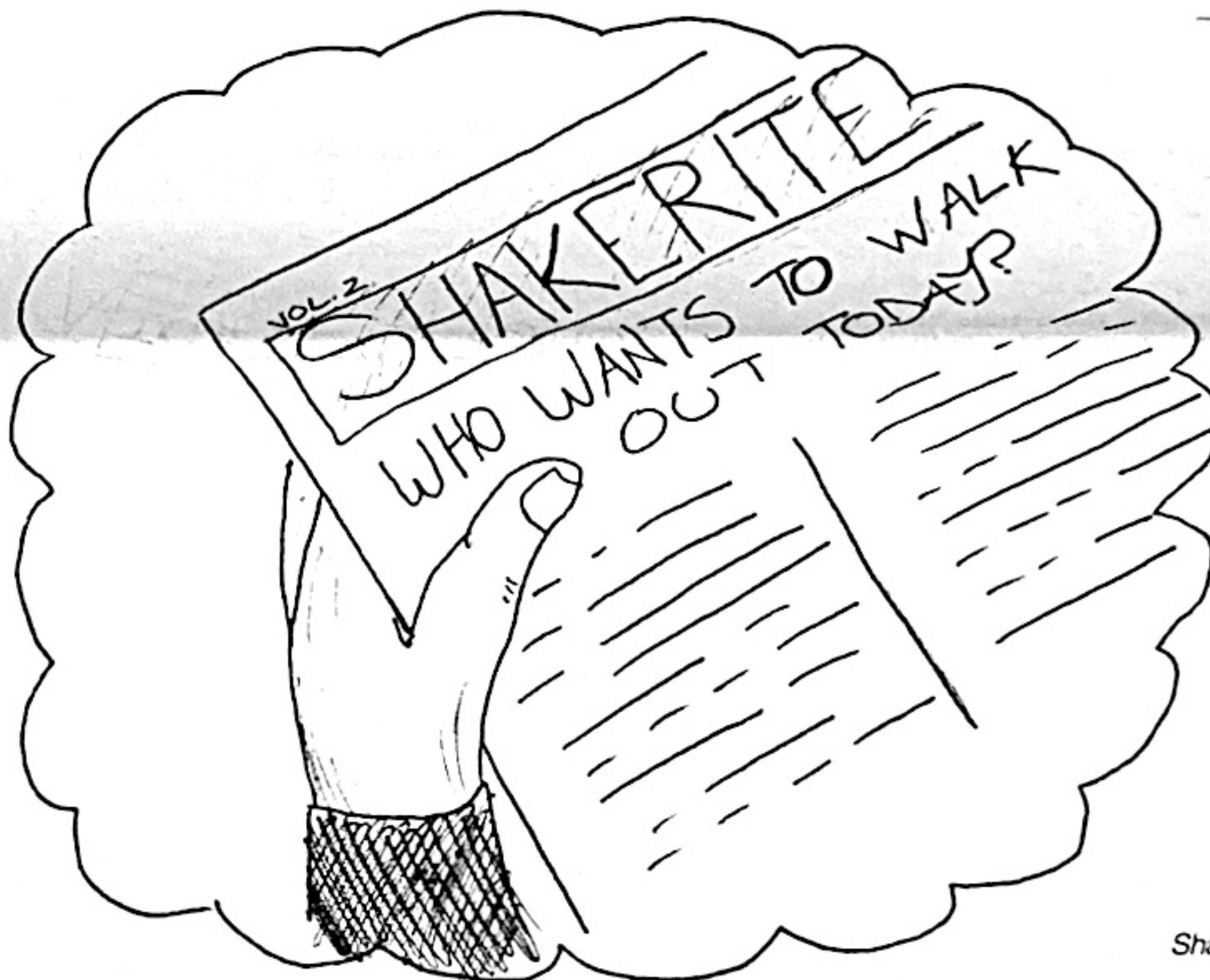
-Dan Aaron Polster, Shaker resident and alumnus

To the Editor:

In response to the uproar caused by the article "Black & White or shades of gray?", the problem is not the article, nor the offended students, nor the way the information was presented. The true problem is in the administration, namely Dr. Rumbaugh and Dr. Freeman. The way they both handled the situation was shockingly inappropriate and unprofessional. On the morning of Feb. 28 after the apologies of three members of the Shakerite staff, Dr. Rumbaugh made his statement. In it he scolded the Shakerite for publishing the article and congratulated the students who disrupted classes by walking out and requiring police protection for the author of the article. Dr. Freeman made similar statements on the news the night before. It is evident that both men cared more about throwing any blame off themselves and hanging the Shakerite out to dry than doing their jobs. As the principal of our school it is Dr. Rumbaugh's responsibility to try to pacify the situation, not to take one side and belittle the other, particularly after they have apologized. The only apology that is truly owed is from the administration to the staff of the Shakerite.

An even more distressing situation is that a call for the resignation of the Shakerite's faculty adviser, Sally Schwartz, was received with accolade at the after-school meeting on Feb. 28. I can only hope this demand was made in a moment of blindness and is not what it appears to be: an act of complete stupidity. The Shakerite has won numerous awards which proves it to be one of the best school newspapers extant. It is foolish to believe these awards are not due in some part to the dedication and support of Mrs. Schwartz. She has done absolutely nothing that deserves her resignation. If she is guilty of anything at all, it has been to stand up for her students, her school, and the principles of journalism we should all hold dear.

-Ben Madorsky, sophomore



Shakerite artwork by Dan Moody

## Beauty of journalism is freedom

To the Editor:

The purpose of this letter is not to disparage the Shakerite staff; rather I would like to take a moment to present facts in their defense. Among the conversations and responses to the article, "Black & White or shades of gray?" and "Language 101: Should teachers control the way students speak in school?" there has been the comment that the Shakerite staff is an elitist, segregated group. The staff is composed of white students; however, it does not need to be so. It is easy to become a staff member: enroll in Journalism I. One semester of work in an enjoyable class will give the qualifications to be a staff member. If African American students feel they should be represented on the Shakerite staff, the solution is simple: take Journalism I and become part of the staff. Second, the Shakerite is a public forum. Anyone of any gender, race or religion can submit his or her opinion through a letter to the editor or a guest editorial.

True, the Shakerite staff is composed of white students. If you believe that there needs to be a more diverse staff on a newspaper for such a diverse school, take the initiative and join the staff rather than merely complaining about the problem.

-Amy Johnson, senior

To the Editor:

Here at Shaker we have a student run newspaper free of adult censorship. This freedom is a source of pride because many school papers may only run articles approved by an administration which can curb exploration of any topic deemed to be sensitive or a threat to the school's image. No administrator or teacher, including the Shakerite faculty adviser, tells the Shakerite staff what or how to write its paper. This means that the student writers who are often willing to tackle difficult issues sometimes make errors in judgment, balance and perspective as they are learning to be tomorrow's professional journalists. Mistakes provide an opportunity for learning, and isn't that what school is about? We are fortunate that our administration and board support a school paper which permits these dedicated students to hone their skills, even though in so doing they sometimes make mistakes, with such freedom from restrictions. We should be thankful to have a teacher willing to sponsor an activity which can generate so much controversy.

The February issue of the Shakerite was a source of discussion of many painful issues. Perhaps we can use this edition of the Shakerite to open our eyes, to be more sensitive and more constructive. Then great good will result from the pain and make it well worth the suffering.

-Margot Schulz, Shaker alumna, parent and substitute



- ## Top ten most landed-on squares in Monopoly
1. Illinois Avenue
  2. Go
  3. B & O Railroad
  4. Free Parking
  5. Tennessee Avenue
  6. New York Avenue
  7. Reading Railroad
  8. St. James Place
  9. Water Works
  10. Pennsylvania Railroad

Source: Top Ten of Everything 1997

## THE RITE IDEA

# Sifting through the dust

The dust has settled from the explosive release of last month's Shakerite and the violent public realization of the racial disparities in academic achievement that it provoked.

The issue raised many different questions, but it is clear that instead of assigning blame to the paper, the administration or the students, there is really only one important question. The question is what ought to be done about the achievement gap.

Obviously, this issue involves many people, from students and parents to administrators and teachers. But although the achievement gap is the result of many factors, there are solutions.

First, teachers and administrators across the district must engage in a bit of academic belt-tightening. Middle school courses must be made difficult enough that anyone who can squeak out with a D-minus in every class will still gain more than enough knowledge to pass the ninth grade proficiency test. Students who do not pass the required number of classes must be required to repeat the grade, and the ridiculous notion of "social promotion" must be abandoned.

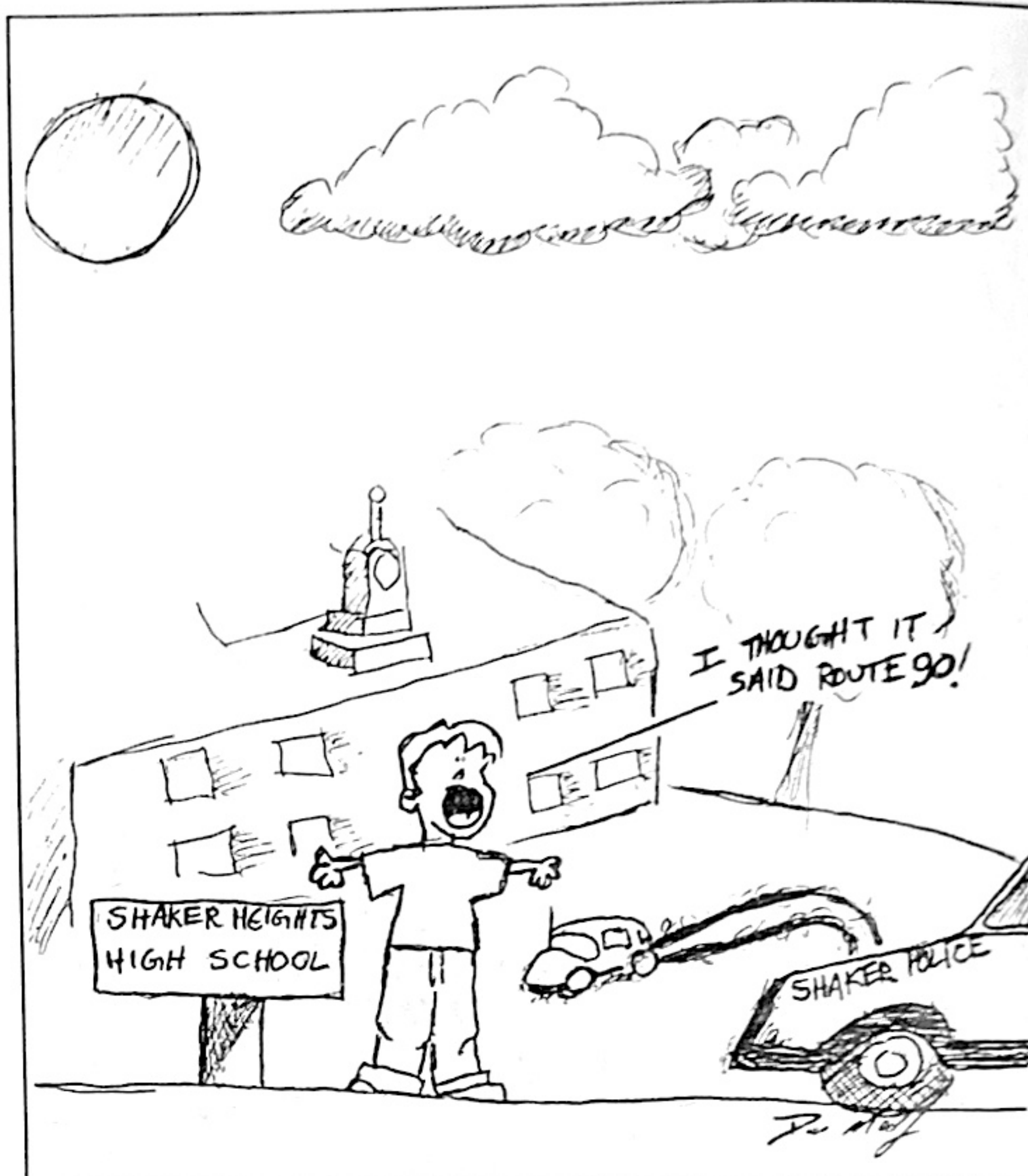
High school English and math classes should be difficult enough that anyone who can pass the lowest levels courses with a D-minus will still know enough to get a 1000 on their SATs,

the national average.

After all, Shaker is not supposed to be average; it is supposed to be an example for other school systems. Other school districts look up to Shaker as a public school that routinely competes with the most elite private schools for the highest number of National Merit Semi-Finalists, a school that sends one of the highest percentages of its African American students to college in the state.

But for Shaker to truly live up to its image, we must all work together to make the racial achievement gap disappear. Students must work up to their ability, parents must get involved with the schools, and teachers and administrators must work together to ensure that every student is intellectually challenged and supported.

Also, the Shaker community has an obligation to help the schools with this issue. Groups like the Shaker Association for Value Education (SAVE) must stop their political posturing over relatively insignificant construction projects and their vicious attacks on school officials, which only distract from the real issues in the schools. SAVE should either shift its focus towards achievement, or disband and quit distracting people from what we need to accomplish: getting white and black students to achieve on the same high level.



## CHEERS & JEERS

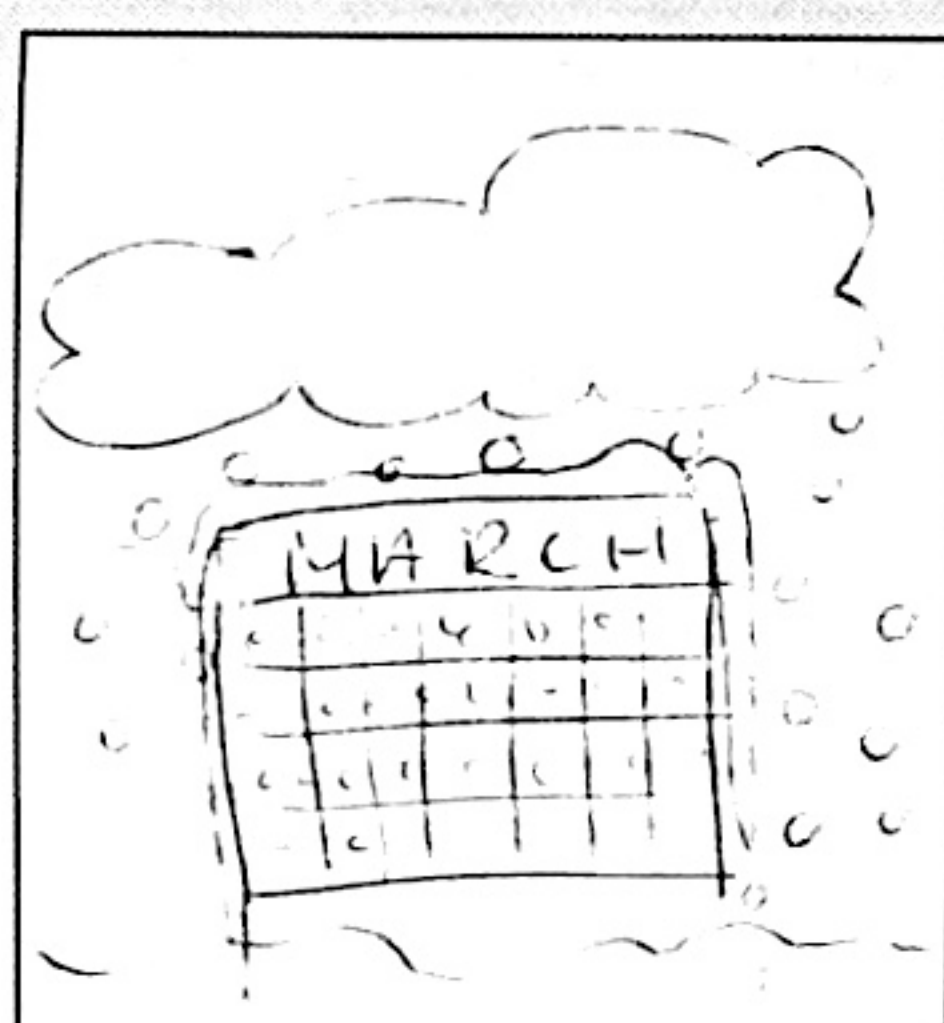
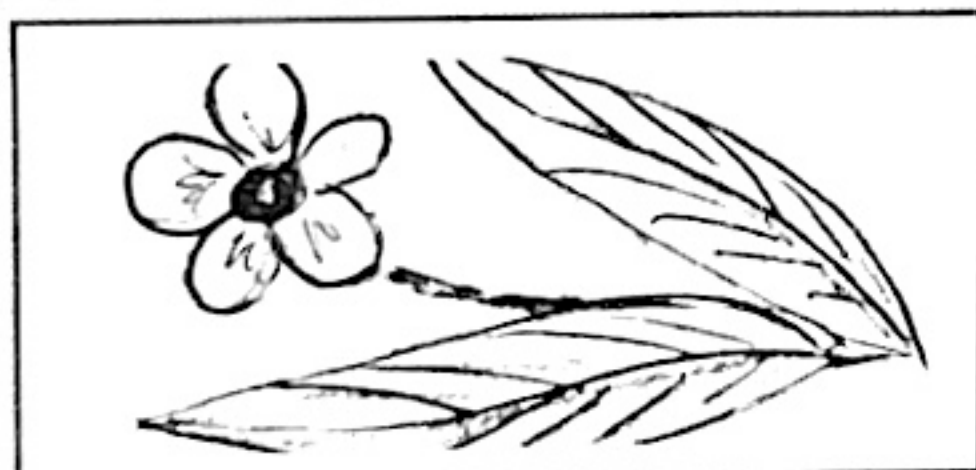
**Cheers to spring fever.**

**Jeers to the fools who keep turfing the front lawn.** Um, like *hello*, you're supposed to turf *other* schools' front lawns.

**Cheers to the cast of New Stages.**

**Jeers to having everybody hating the Shakerite staff.** It hurts our feelings.

**Cheers to warm weather opening up a whole new realm of weekend possibilities.**



**Jeers to picking every game wrong in the NCAA Basketball Tournament.**

**Jeers to breaking the seal.**

**Cheers to the start of major league baseball, and thus another fantasy baseball season.**

## THE TOP TEN

*excuses that don't really work...*

1. Ugh...what's that smell?
2. Mom, I wasn't smoking, honest! I was just holding my friend's cigarette so it wouldn't ignite his beer.
3. No, Mom, I swear I didn't have a party. But you know, those cleaning ladies go wild when you're out of town.
4. No, I do like you, really...it's just that I feel you're too good for me. Alicia's more at my level.
5. No, Mom, that wasn't the school calling. I swear, if one more person calls to sell us a new water heater I'll...
6. No, I didn't just get home! I thought I heard a noise outside so I got dressed and went outside to investigate.
7. No, Dad, progress reports come out *next* week. I'm just coming home from school during lunch to check the mail because I can't wait to see Land's End's new spring line.
8. No officer, I think I just had a little too much cough syrup.
9. Oh, that darn gym teacher. He must have mistakenly marked me absent *again*.
10. You want to know what I got on the math test? Well...you know Mr. Patrick takes at least a few weeks to run those scantrons through.

*...and the number one lame excuse is...*

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•Journalism Education Association  
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•Northern Ohio Scholastic Press Association

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Opinions expressed in Shakerite articles are those of their respective authors, and do not represent the views of the Shakerite, Shaker Heights High School or the Shaker Heights City School District. The "Rite Idea" presents the views of the editorial board, however, it may not reflect the opinion of the Shakerite staff.

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# SHAKERITE

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# Motivation integral to academic success

To the Editor:

While in Cleveland this weekend, I had the chance to read the article published in the Shakerite. I, too, was insulted by the article but I found nothing wrong with it. It insults me that too many of our black students perform unnecessarily below their capability. I saw nothing in the article that was taken out of context. While the young author did not acknowledge black achievers, she certainly did not intimate that all of our young brothers and sisters were academic retards. The stats she addressed are real. She addressed something that we should be addressing. The outrage expressed by the students in protest to the article, I think, is misplaced and it misses the point.

You and I can best serve our people by motivating our children, like the article suggested, to close the gap. As a people, we are too sensitive. We should not be angry at her, but at the dismal performance of our children. Maybe SAT tests are somewhat culturally biased, but are you telling me that the state proficiency tests are too? I don't think so. We need to pass tests like we did in the past. Our children's problems are due to laziness, indifference, lack of commitment, and parental indifference. So, dumbing down America is not the solution. I am not a conservative, but I do agree with their contingency that it only results in creating more disrespect for us. Let's teach our kids to respond by competing in the classroom, not the picket lines, denying themselves time needed much more in the classroom where we have failed.

Let's take off our shirt sleeves and face facts. It is not that we don't have high achievers, it is that we have far too few. And the reasons are unacceptable. Look at what it has done to a school that was admired worldwide for its educational standards and achievement. It knocked Shaker out of mention. That fact hurts my feelings. If I were a member of another ethnic group, I would find it hard not to be facetious about our lack of performance.

—Marvin D. Bullock

# Call and Post article addresses black achievement

BY POWELL CAESAR  
Call and Post

Some black students at Shaker were fit to be tied that their high school newspaper, the Shakerite, last week published a story which detailed the large disparity in classroom achievement between black and white students.

It seems that the students were upset that a study revealed that during the 1995-96 school, 82 percent of students who failed one or more tests of the state proficiency exam were black. The study also showed that a disproportionate number of students in the Shaker school district who received failing grades in classes were black.

To add to the black students' outcry, the study was published during the Black History Month they rallied. What this has to do with the price of tea in China, I don't know. What I do know is that the kids need to spend more time on their studies than playing the aggrieved victim role.

When I first got wind of the study — called Project Achieve — it didn't surprise me one iota. You and I are living in what has been referred to as the "dumbing down" of America. It's not only Shaker Heights afflicted with the new malady, it's in school systems across Greater Cleveland and the United States.

It's no use black students and black parents of these students getting bent out of shape. The bottom line is that classroom achievement begins at home.

Black families can move to Gates Mills or Waite Hill in search of better school districts for their kids and will get the same results — dumb kids — unless a new attitude about learning is adopted and instilled.

I give this little remedy thanks to a parent who I'll call Marian. Marian has a "take no prisoners" mindset when it comes to educating her children. She has done quite well. One is doing college graduate work. Another is getting ready to graduate with honors from another university, and the baby will be getting her high school

diploma this June. Like I said, the woman takes no prisoners.

When I read about the brouhaha in Shaker Heights, I called Marian to get her fix on the issue. Her answer was simple and direct: achievement in the classroom begins at home. If parents think that they can just send their little ones off to school and expect for teachers to pour knowledge into their brains, they need to see a shrink.

Parents today, she remarked, have this misconception that it's the school district's complete and total role to educate. This is a major fallacy.

It is a role of the parents to give the child a foundation in the learning area when they are young. You do this by reading books, watching educational television programs and most importantly, by demanding success.

"Goals must be set for children, in addition to parental expectations," she said. "It gets no simpler than that."

To be sure, some kids may have Down Syndrome or some other severe abnormality which may impair their ability to learn. But barring mental slowness or some other handicap, no excuses should be allowed for poor achievement in school.

I agree with Marian's philosophy. You go to school to learn. I'm sick of hearing about "the system." I'm tired about hearing about the schools not caring for black kids. The bottom line is that learning is a parent and child responsibility.

So for the kids at Shaker Heights High who were whacked out of shape about the article which told the truth, all I can say is: "Don't let them do another story next year."

What do you think school is for anyway?

—This article was published as an editorial in the March 6 edition of the Call and Post under the headline, "Classroom achievement begins at home."

# Till death do us part...? Marriage has lost sanctity, staying power

BY NICOLE SUTCLIFFE  
Co-Centerpiece Editor

When I was little I imagined my wedding day as the happiest one in my life. Images of a long white gown, hundreds of guests, and all of my closets friends flooded my fantasy, with of course, the one man I am supposed to be with for the rest of my life. After all, it is till death do us part, right? Or wait, is it till divorce tear us apart? Is it I will love, honor and cherish through sickness and in health, or should it be changed to I will love, honor and cherish, but when things get hard we can give up.

It scares me when I meet two sets of my friends parents, or step brothers and sisters from two marriages ago. What scares me the most, though, is having my perfect wedding day become just an excuse to have a big party, a big spectacle of feeling and emotions that won't stand the test of time.

In today's society we are raised to believe that it is okay to get a divorce. It has become acceptable to take back sacred vows, whether made in front of a judge or God. So what do we do?

Either the vows need to be changed or people need to have more respect for the whole concept of getting married. I am not saying divorces are always wrong. Sometimes there are legitimate reasons for them, but what scares me is seeing marriages die after less than a year, using divorce as a solution to problems. I don't want to end up another number, another statistic of marriages who fail. The real question is though, how will you know if it will last?

In order to solve the problem we need to bring the

sanctity of marriage back into a society which has abandoned it. Marriage needs to be not only a celebration, but treated as it once was when our grandparents were young, as two people becoming one, for the rest of their lives.

Marriage won't be for everyone, not every single person can be happy with the restrictions, but those people should not be getting married in the first place. When they do they almost cheapen the aspect, by not wanting to put forth the full commitment.

How can anyone pledge their love to someone one day, till death do you part, then ten months later go to

court over who should get to keep the painting by your cousin's friend that neither one of you liked in the first place?

I was raised to believe in marriage, and that you work through your problems; I was raised to believe in it as an institution, an unbreakable bond. Not everyone was raised this way.

So it is up to us to change things. Our parents can't change what they did, but we can. We can bring the value and respect that getting married deserves, only that in itself is a gamble. How will we know who the right person is for us, how do we know if we can survive, forever? How will we know if we are with the "one"? Maybe that is why our parents' generation became the way it did. Or maybe it is something deeper.

Maybe something was lost over the past decades that our grandparents had. In order for us to make a change, we need to find out what that was. There was an attitude of that time that getting a divorce was wrong and if you did it was almost an embarrassment. In their day it was something you did not talk about and marriage was more than a ring on your finger, it was it for the rest of your life. If you had problems, you found a way to work them out.

So where do we go? Is there a norm between total taboo of divorce, to the complete openness we have today? Divorce is not always wrong, but it is not always the answer either.

I want my marriage to last forever, but no one really plans a divorce. Then again, at 18 I can't say what my future will bring, or what I will do when the time comes. For now though, we need to keep the vows, and renew the whole aspect of marriage. If not we will be destined to repeat what our parents have done before us.





# We are women...

hear us

ROAR



## Women's history month: A time to reflect

BY MYRA MARESH  
Staff Reporter

Think for a minute. What are the most important issues young women face everyday? Some of the innumerable problems include pregnancy, receiving respect and anorexia. Some women may seek help for their problems and overcome them, while others fall victim to them.

What does respect mean to you? It might mean being spoken to as a human being and not a pet. Or maybe being treated as an equal rather than a possession. Or it could even mean being elected the President of the United States. Some people feel that there is not enough respect given to women.

Women must "expect respect from the opposite sex," according to W.H.E.W. (Women Helping Educate Women) adviser Helen Byrdson.

"Too many young women in this school allow men to speak to them in a derogatory manner," Byrdson said. Sophomore Kellie Love said she is one who does not tolerate such disrespect.

"Respect from guys is very important. I've seen girls being called names and they just sit there and take it, but I would not," Love said.

According to senior Delali Dedo it is not just enough for a woman to say she must have respect from others. He feels if she truly wants it then she needs to have it reflect not only in her relationships but more importantly in her attitude and image of herself.

"The way you let a guy treat you is how he will treat you. In order to get respect you have to respect yourself first," Dedo said.

Many guys agree with this concept that women deserve to receive more respect.

"I feel women deserve the same respect as men get, and if they do not get such respect, it just adds to the problem of the separation of the sexes," senior James May III said.

Another problem young women face is unplanned pregnancy. According to the Ohio Department of Education, "Teenage pregnancy is a crisis situation."

Psychology teacher Baird Wiehe attributes teen pregnancy to a lack of care provided to the girls themselves.

Sophomore Allison Artman agreed. "One reason why teens are getting pregnant is because they need something to hold onto. They are insecure about being loved by other people," Artman said.

-Senior James May III

Byrdson has her own theory as to why girls get pregnant. She feels it has more to do with girls' inability to take control in relationships with guys, caring more about hurting the guy's feelings than taking care of their own.

"So many girls tell us they cannot say no to a guy because they do not want to hurt his feelings. They need to think about themselves and not the guy's feelings because they are the ones who will suffer," Byrdson said. "Men are by nature selfish. In a positive way, their being selfish helps them to do what is best for them and not anyone else."

Many students feel that pregnancy is to great a burden to be placed on the shoulders of a young woman today, and that such a responsibility should be taken on later in life.

"I feel that being a mother is a such huge responsibility that no young woman should take it on," junior Shannan Reaze said.

Another big issue which women face today are the problems of anorexia and/or bulimia. Counselor Geri Kleinman attributed such eating disorders to poor self esteem and poor self image.

"When some young women look in the mirror, they see an unrealistic picture of themselves," Kleinman said.

According to Kleinman, it has to do with the amount of control a young woman has in her life. Anorexia and bulimia are two ways they can feel they have brought the control back.

"These girls feel they cannot control their lives so they control what they eat. They must realize that what they can control is their own future by getting an education," Kleinman said.

Students are concerned about these diseases too. "I think that these girls need more self-confidence. They should be happy the way they are," junior Chris Conwell said.

Freshman China Bolden adds that another problem is the girls who are sick are not ready to admit there is a problem.

"I feel that a lot of girls my age go through something like anorexia or bulimia, but they are not ready to admit they have a problem," Bolden said.

Artman thinks appearance is to blame for these disorders.

"Too many women are caught up in their appearance and in pleasing other people and not themselves," she said.

There are many struggles that young women are faced with while growing up. Whatever the situation may be, there are many people and places to turn for young women. March is designated as National Women's History Month, a time to look at issues that women face in society today.

"Next to racism, sexism is the most pervasive disease in this country," Byrdson said.

## Reviving Ophelia illuminates women's issues

BY CAROLE MCELRATH  
Staff Reporter

"If I'm having a bad day, teachers and kids tell me to smile. I've never heard them say that to a guy."

Statements such as this and hundreds of others are from the novel *Reviving Ophelia: Saving the Selves of Adolescent Girls*, by Dr. Mary Pipher. It tells the uncensored stories of girls ranging between the ages of 11 and 17, and the difficulties they have endured during the most crucial developmental years.

Some of the topics discussed are rape, drug and alcohol abuse, parents, self image and other social issues. Pipher, a clinical psychologist, created the book to be an aid for parents to help their daughters through the tough stages of adolescence.

This book is currently being read by a group of teachers and students in the high school. The teachers are reading it in hope of understanding the hardships female students go through and how adults can guide them through difficult situations. Many students are also enjoying the book.

"I really like the book because I can relate to it. I talk about it in school in my oppression and English classes. I would recommend it to anyone, especially guys. I don't think that they would read it, but they really need to," sophomore Miriam Stone said.

The stories are told in such a way that the reader has the feeling that it is a phone conversation. Some of the stories go into details about how young girls feel isolated in their problems. They often feel as if they are the only ones.

According to junior Leah Bauer the book shows no one is alone in their problems.

"Maria's story was kind of like me. I admired her, she seemed to be a neat person," Bauer said.

Some students disagree with the extreme cases discussed in the book.

"It's a good book, but applied primarily to the extreme cases. It was kind of crazy, but interesting," sophomore Dawn Huckelbridge said.

Some think that the book should be incorporated into the current health curriculum.

"It's a really good book, but it is depressing. It is so real, it would be a good book to read along with our health classes," sophomore Leah Lissauer said.

"It would be good in health as an optional assignment. Guys would not like it because they would not, or could not really understand the problems. They would just find it funny," Bauer said.

Some of the readers think that the book is a fast read, but the technical side tends to get boring. Pipher often gives an analysis of the previous story, which some readers said they lost interest in.

The book is also a helpful tool for girls who have friends that may be going through a lot of these same tough spots in their lives.

"I would definitely recommend this to a friend that had a similar problem as one of the girls in the book. It would be helpful to know that someone else went through a similar situation," Huckelbridge said.

In the preface of the book, Pipher questions society today and how it affects adolescent girls. She feels it is a 'girl poisoning culture'.

"Girls today are coming of age in a more dangerous, sexualized and media-saturated culture. As they navigate a more dangerous world, girls are less protected.... I want to help them see their lives in the context of larger cultural forces," Pipher said.

Staff reporter Carmel Pryor contributed to this article

## Learning from the past

### Women strive past obstacles to achieve

Susan B. Anthony (1820-1906)

- \* Led 19th century women's rights movement for fifty years
- \* Advocate for the abolition of slavery

Bessie Coleman (1893-1926)

- \* First African American aviator
- \* Nicknamed "Brave Bessie" Coleman

Maria Mitchell (1818-1889)

- \* First person to use telescope to establish the orbit of a comet, later named in her honor

Gracila Olivarez (1925-1987)

- \* First and only woman to chair the Mexican American Legal Defense and Education Fund
- \* Director of Community Services for the Cater administration

Aung Sun Su Kyi (1945- )

- \* Human rights activist
- \* Won Nobel Prize in 1991 for leading a movement for democracy and human rights in Burma

Sacajawea (1787-1812?)

- \* Guide for the Lewis and Clarke expedition

Francis Perkins (1882-1966)

- \* President Roosevelt's Secretary of Labor
- \* First woman cabinet member
- \* Was one of the first people to defend unemployment insurance and the Social Security Act

Shirley Chisholm (1924- )

- \* First African American woman to be appointed to the US Congress
- \* Candidate for the 1972 presidential election

Information courtesy of W.H.E.W.



## Top 10 Fast Food Chains in the U.S.

1. McDonalds
2. KFC
3. Burger King
4. Pizza Hut
5. Wendy's
6. Taco Bell
7. Hardee's
8. Dairy Queen
9. -tie Subway
9. -tie Domino's Pizza

Compiled from "The Top 10 Of Everything 1996"

## Rants & Raves speaks its mind

BY NED SACKMAN

Co-A&E Editor

The sun is shining, the birds are singing, and springtime is nearly upon us. This is the time of year that the leaves come out and the seniors stop all forms of working (if they haven't already). Springtime is the beginning of long summer days that nobody wants to end, and that never seem to. As always however, with each new season comes a new way to look at things, and that is what Rants and Raves will do this month.

**Winter-** It might sound weird, but one of my favorite parts of spring is winter. It takes a warm breeze to remind me just how much winter sucked. Fresh snowfall was nice at first, but soon it turned to the black filth that crops up on the side of the road, and it got really cold.

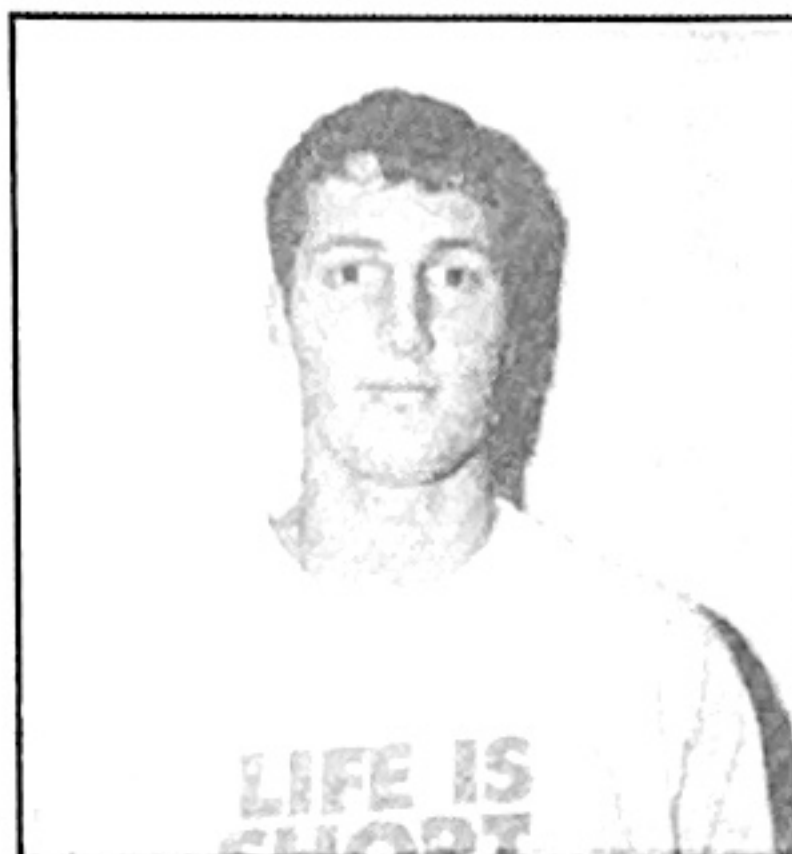
**Melting-** This is probably the worst part of spring. When it comes down to it, melting is when you take all of the disgusting things that the snow covered up, mix them into one big messy liquid, and let it saturate everybody's shoes as they walk to school.

**Shorts-** There is nothing quite as relaxing as wearing shorts. It just seems to make everything easier. Unfortunately there is always one person who wears shorts to school weeks before everyone else, and ends up being ridiculed for simply wanting to relax.

**Baseball-** How great is it to watch one of the first baseball games on a brisk spring evening. It is cold, but just enough so you can hear the crack of the bat and appreciate the warmth of the day.

**Tans-** Everyone just looks better with a tan. What this leads to, however, is people laying out when it is 50 degrees, desperately trying to get the first sun of the season.

**Construction-** I just love this. On peaceful spring mornings there is nothing better than being rudely awoken by my next door neighbors drilling for oil in their back yard. Why not just have construction in the winter when everything is jake anyway.



BY BRENDAN MASINI

Co-A&E Editor

From trendy to preppy and from retro to freakish, everybody has their own style. Even people who have no style still wear clothing everyday. Therefore it is only natural that I devote this column to discussing one of the few areas of unity between every student, the wearing of clothing.

**Thrift Store Clothes-** Wearing second hand clothes has become a style of its own. Benefits include jeans that are already broken in and wild shirts that you would never find at a mall. Plus, you can go around school all day saying, "My whole outfit only cost 76 cents!"

**Vests-** Whether it is a jacket or a sweater, the one thing you can always be sure of is that your vest is not going to have any sleeves. Thus, vests win for having the best ventilation system in the world of clothing.

**Shoes-** One of the most overlooked ways to express yourself are with your shoes. Whether you are wearing Birks, clogs, J's or Vans you are making a statement about who you are and what you like to do. But you know, no matter what type of shoes you have, they are probably going to get stinky.

**Underwear-** I can't really tell you that much about women's underwear, so I'll stick to the men's debate between boxers and briefs. The winner-boxers. Freedom will always triumph over support.

**Tear Away Pants-** With a flick of the wrist you can take off your warm-ups and get in the game. That's just pretty cool even though it's a hassle to snap them back up.

**Ski Goggles-** Wearing ski goggles on your head to school is a fashion statement that I don't claim to understand but I guess if there is a freak blizzard while everybody is walking into school from their cars, the people with ski goggles will be a lot better off than I will.

## What's Goin' On?

There are many shows, we have a short introduction to What's Goin' On.

■ Pansy Division, Servitron- The Grog Shop, March 27

■ Ekoostik Hookah- The Odeon, March 28

■ B.B. King, Bobby "Blue" Band- Palace Theater, March 30

■ Ani Di Franco- Lakewood Civic Auditorium, April 3

■ Phil Collins- Gund Arena, April 4

■ Fiona Apple, Morcheeba- The Odeon, April 4

■ D-Generation Fluffy- The Grog Shop, April 5

■ Insane Clown Posse- The Odeon, April 5

■ Beck- Akron Rhodes Arena, April 5

■ Average White Band- The Odeon, April 11

■ De La Soul- Peabody's Down Under, May 4

## Rookie actors find haven in New Stages

BY BRENDAN MASINI

Co-A&E Editor

While many groups and activities are closed to students who do not participate in them all of the time, New Stages opens its doors to anyone with an itch to act. One of many theater department productions of the year, New Stages is a collection of student written, student directed and student acted plays, giving students a chance to showcase the complete realm of their theatrical talents. It traditionally offers students who are not involved with the school's theater department an opportunity to experience performing and acting. This year was no exception as many students who normally direct their attentions elsewhere spent the last three weeks preparing to perform.

The overwhelming reason that students outside the theater department gave for wanting to be a part of this program was that it was a chance to experience something new.

"I always wanted to try acting and New Stages provided the friendly atmosphere for me to experiment" said senior Schuyler Schmidt.

These sentiments were echoed by senior Matt Youngner who stated, "Acting was something that I had never done before and this might have been my last opportunity to be in a show."

Some students had heard about the show from past years and decided that they wanted to be a part of for themselves.

"I had heard from people that it was a good time and it has been a lot of fun," said junior John Sawyer.

Others decided to try out just from seeing past shows.

"I had gone to see it the last few years and it looked like it would be lots of fun," said senior Sara Kaufman.

It might seem that incorporating so many rookie actors into the program would be a strain on the directors, but quite the opposite was true.

"Having people without pre-conceived ideas of what to do on the stage gives the director the

chance to make them grow in any direction that he wants," said senior Ed Welsh. Welsh directed the play, "Weird Universe."

Welsh also commented that New

Stages is good for the theater department because it brings in fresh blood.

"There is lots of talent for the theater in Shaker. We just have to try to find it."

**There is lots of talent for the theater in Shaker. All we have to do is to find it."**

-Senior Ed Welsh



JUDAH ARIEL • SARAH BANIA-DOBYNS • SAM BARBOUR • JAMES BATES • JOSH BEREZIN • JOCELYN BERGER • MILES BERGER • JUSTIN BROWN • KEITH BUTLER • CHRISTINE CALLSEN • ADAM COLE-KELLY • ANNA DALEY • DAN DEMING • DAVID DEMING • GIULIANA DOLE • ERIC DOLL • ROBERTA DONALDSON • JAMES DUNN • JENNY DUNN • TOMESHA ELAM • ROB EMRICH • ANDREW EVA •

ISAAC FEITLER • BRENT FULLER • NED GALLAWAY • DAN GATTOZZI • PRESTON GOFORTH • MARK GUARIE • RYAN HALL • LYNN HICKMAN • PELEG HOROWITZ • TEMPE HUBBARD • HILARY JACQMIN • ERIK JOHNSON • DINESH JOSEPH • SARI KAMIN • SARA KAUFMAN • GRANT KEATING • CHRISTINA KRIVANEK • ERICA LABOVITZ • JEANNINE LA GUARDIA • LISA LAZARUS • GRAYDEN MACLENNAN • NORA MARESH • MEGHAN MCGILL • PATRICK MCMENAMIN • MARY MILLER • JOHN MORRIS • EMILY MURRAY • SUSAN MURRAY • KELLY MYERS • MAT NICKOSON • JAMIE O'BRIEN • KILLIAN O'BRIEN • CRISTIN O' GRADY • DAVID ROTH • A.J. RUMBAUGH • NED SACKMAN • JOHN SAWYER • SCHUYLER SCHMIDT • BETSY SCHERMER • THEA SMOLINSKI • ERIN SNYDER • SCOTT TOMES • CHUCK TISDALE • JAMES THORNTON • TEMAR UNDERWOOD • JILL WEBSTER • JESSICA WEEKS • ED WELSH • BERNARD WILLIAMS • JENNA WOLFBERG • MATT YOUNGNER



# Tru has truly scored with new album

BY LAUREN DICKS

Staff Reporter

Master P has scored big with hardcore gangsta rap fans by collaborating with brothers G-murder and Silk, forming the invincible trio TRU, and creating the self-titled album, *TRU*. Even though Master P has been noted for having a corny type flow, he definitely lives up to the expectations of supplying hardcore beats and catchy south-style dialect.

"No Limit Soldiers," the first track on the CD, is definitely strong, giving the lis-

tener a taste of both creative, energetic lyrics and a sweet beat. This song, featuring Mia X, the only woman on the No Limit label, gives each artist a chance to showcase their lyrical talents. Silk hypes this track with his crazy, off-beat flow and constant yelling which you can't help but admire. Mia X represents the ladies well with her hard lyrics, letting listeners know that she can rap just as well as any male artist.

Another tight track on the CD is "Smokin' Green." This song, featuring Master P, is a laid back slow track on which Master P rhymes about chillin' and smokin' with friends. Even though this

song is slow, the beat is still all that. Moby Dick also kicks some vocals on this track which add much flavor.

"Swamp Aggin'" is another track on which Master P supplies a tight beat to go along with his flowing vocals. Not only does this song have its own nice rhythm and style, but Master P breaks it down by

mixing his other hits such as "Break'em Off Something," "Playaz from the South Stack G's" and "Bout It."

All together, the combination of Master P, Silk and G-Murder is a recipe for tight tracks and stylish rhyming throughout. The collaboration of rappers with this much talent makes TRU a 10.



(Five out of Five)

## Ganster flick, *Donnie Brasco*, shows real mob

BY NED SACKMAN

Co-A&E Editor

Hold on a minute. Haven't seen this before? Al Pacino as (surprise) a gangster in a 70's era mob movie rife with realism (which really means graphic violence in a mob movie). Fortunately the reason that we've seen this before is because it worked. Add British director Mike Newell's human touch (*Four Weddings and a Funeral*) and Johnnie Depp's candid acting style to the formula, and you have *Donnie Brasco*, a fresh look at the mafia from a softer perspective.

What's new about this movie is not so much the story, but the approach. It would have been easy for Newell to rip

off Martin Scorsese's style in *Casino* and *Goodfellas*, or even Francis Ford Coppola's techniques from *The Godfather*, but instead Newell chose to combine the brilliance of these films with his own style. Hence, the product has the same gritty realism as these films, but it touches on the emotional side of the mob as well.

The story itself is relatively simple. Depp plays Donnie Brasco, an undercover FBI agent posing as a jewel thief, and Pacino plays Lefty Ruggiero, a down and out thug who teaches Brasco the ropes. Depp and Pacino are as good a match as any two actors in this decade. Depp's naive honesty draws out Pacino's subtle humanity, as their relationship in the movie takes on a father-son quality. In a sequence borrowed from many mafia films Lefty teaches Brasco the rules of the game (carry the

money in a roll, not a wallet) as the music and editing chug along. The care that Lefty and Brasco have for their own relationship eventually begins to override the roles that each of them play in the mob game.

While the movie is realistic, it is done in a way that does not glorify the riches and power of the mafia as much as it shows what a tough life it can be. Instead of opening the movie with a thundering shoot-out or erupting car bomb, Newell chooses to show Pacino having a quiet coffee shop discussion with some old friends. Pacino himself is 56 years old, and he uses his age in this role to express his weariness. He dresses not in fine Armani suits, but in an old leather jacket probably bought at a thrift store. His beard is shaved close like a true gangster, but the bags under his eyes suggest the tired man under-

neath the tough and rugged image that he presents.

As the story progresses the characters are presented with choices not usually introduced in a mob movie. They face moral dilemmas that characters like the brutal Nikki Giovanni (Joe Pesci) in *Casino* wouldn't think twice of, but Lefty and Brasco are human, and they do feel. In the end the movie teaches that compassion, while admirable, is also costly, and if crime doesn't pay, neither does empathy.

The ending to this movie is surprising coming from a big money Hollywood studio. The soft sides of Pacino and Depp are met with the equally hard edge of the mob and big business. *Donnie Brasco* is a movie that follows the tradition of realism in mafia movies, but also attempts to address the human side of a nasty business.

## "Lou, Lou, Skip to my Lou's"

### A fun place to hang out on the weekend is Lou's Diner, serving great food and great spirits

BY RACHEL ZINN

Co-Feature Editor

You are driving around after a movie, getting an attack of the midnight munchies, and curfew isn't for an hour. You're all set to go get some grub, but the only places with an OPEN sign in the window are sure to clean out your already pathetically empty wallet.

Thanks to Lou's Diner, this ugly scene never has to happen again. This tiny restaurant has a friendly atmosphere, wonderfully greasy food, and a menu designed for people just like us. Broke.

Lou's Diner was formerly called the Supreme Sandwich Shop, but now with the change in name and menu, Lou's is better than ever.

The best part is that Lou's is open until 1 a.m. on weekends. Now, kids can once again rush home for curfew instead of driving around in order to avoid getting home an hour early.

These late nights are the optimum time to stop in at Lou's and have a seat at the counter. The place is small, but it is never too crowded at night and the service is unbelievably fast. On the other hand, Lou's has an extremely

relaxed atmosphere, so you never feel rushed to leave so they can close up.

Another wonderful feature of Lou's is that they serve breakfast all day. You can order omelettes with your choice of stuffings, or specialty omelettes for \$3.50 or less. A plateful of hash browns is only a dollar extra.

If you have a burger craving, skip McDonald's and jet to Lou's. The burgers are huge and juicy, freshly made, and most are \$4 or less.

Lou's Diner also features daily specials which include an entire meal for \$5 or less. The soups are a bit runny and not very tasty, but the sandwiches are always yummy. The fries that come with the special are also pretty good.

But fear not, dessert lovers. Lou's also has an abundance of dessert offerings. They have doughnuts and a variety of specially made cakes every day.

Lou's Diner has remarkably friendly servers and cooks, so you will never have to worry about an obnoxious waiter who dismisses kids as lousy tippers.

In fact, sometimes the best conversations to be had while eating are with the staff, who cook right in front of you and mingle with all the clientele. Sometimes even Lou himself stops by, picks up a spatula, and gets down to

work. He is a really cool guy, and never lets a meal go by without checking to see how your life is going.

The other people who frequent Lou's are interesting, too. They are friendly, but not intrusive. If you want to talk to them, they are usually open to hear what you have to say, but they will not disturb you if you are having a private conversation with a friend.

Shaker students have long been going to Chuck's Diner, but I think it is time for a change. Chuck's is open all night, which is nice, but in all other respects it falls hopelessly short of Lou's. The service is not particularly warm, some of the other diners look sort of greasy, and the average food is overpriced. In a nutshell: Chuck's sucks.

Basically, Lou's Diner is just an awesome place to chill and have a bite to eat. The restaurant has the true diner feel that is so rare in this age of fast food chains. Whenever you are in the mood for interesting people and delicious, cheap food, I highly recommend that you check out Lou's Diner.

Lou's Diner is located at Van Aken Center next to Subway and D.O. Summers dry cleaning services. The phone number is 991-8640. Food is also available for carry-out.

## Attention all Students

There has been some talk that the Arts & Entertainment section does not give proper coverage to all forms of music. I could not agree more. In a school where rap is arguably the most popular form of music it is ridiculous that it receives little or no coverage in a schoolwide newspaper. The problem lies in the lack of writers qualified for the topic. I have no problem with rap music, but I do not listen to it and I would feel foolish trying to write an informed article on the subject. I know there are a lot of good writers in the school who are not on the Shakerite staff, and for this reason I call on anyone who feels qualified to submit an article to the Shakerite office in Room 229. All submitted articles will be reviewed and considered for publication. Thank you

Sincerely,  
Co-A&E Editor Ned Sackman



Thank goodness for Chef Boyardee!

The bad news: Our favorite noodle-maker has died.

The good news: The owner of the Chef Boyardee estate lived in Shaker Heights. Now a tax on this fortune goes to the city, which they will probably use for basic improvements. The slogan takes on a whole new ring.

## Foreign language department recruits at Woodbury, promotes global awareness

BY LINDSAY CAMPBELL  
Staff Reporter

In this increasingly global world, it is becoming more important to communicate internationally. Some feel English is a "global" language, but Shaker's foreign language department believe just the opposite.

Recently there has been a major push to promote foreign languages. French teacher Lynn Shima has broadcasted several announcements about the importance of French, which some students call "French propaganda."

The foreign language department is also attempting to reach beyond the high school to promote interest early. Much like SGORR seeks racial awareness at Woodbury, a group of students and foreign language teachers will travel to Woodbury on March 26 to seek language awareness.

This is being done for the first time this year because foreign language might become a state requirement and Shaker strives to be at the forefront of this movement.

These activities are lead by Spanish teachers Kim Ponce de Leon and Bernadette Thoennes, French teacher Ruth Berger and German teacher Mary Ashcraft. 20 students from Spanish, French, German and Latin classes will hold half-hour assemblies for fifth and sixth graders. They will lead the students in an international song for hello and goodbye, present a skit about global communications and accept questions.

Junior Kristan Sherk, who is participating on behalf of French class, feels this session is vital because there is no longer foreign language offered at Woodbury. Language classes were cut after the levy failure.

"We are presenting the program because the foreign language department is afraid that middle school participation will be lower next year. We want to promote continuation of foreign language in the

future. I do not know if our session will encourage students to take foreign languages next year, but atleast it will make them aware of their options," Sherk said.

Foreign languages are promoted and taught through various clubs. Spanish, German and French clubs routinely view foreign movies and taste foreign cuisine. German students have studied the Holocaust, and Ashcraft plans a trip to the Anne Frank Exhibit soon. French classes sing songs and play French games. Spanish students often work with Hispanic Clevelanders.

There are also contests and tests to enrich the language curriculum. The National Latin, French, and Spanish Exams are taken by many Shaker students. There are special contests, such as "La Maison Française de Cleveland Concours" which held its annual oral contest on March 22 at John Carroll University.

Another way Shaker continues to reach out is through the ongoing foreign language exchanges. Recently, Shaker hosted visitors from Takatori High School in Japan.

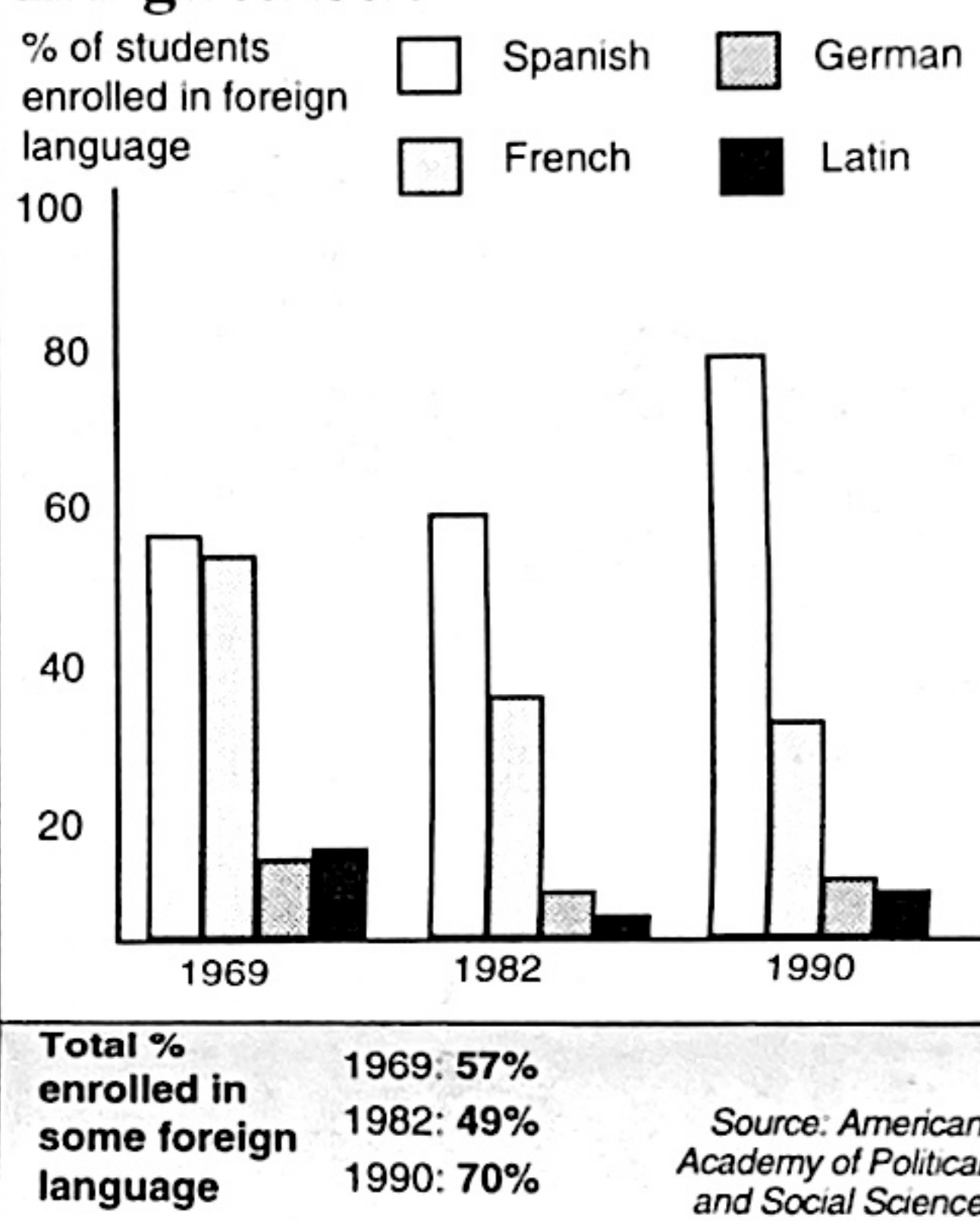
Junior Ryan Hall is hosting a Japanese student and plans to visit Japan this summer. He wishes Japanese was taught at Shaker because it has relevance in today's society. He is also concerned about traveling with no experience in Japanese.

"America is based on many different cultures. We should learn about these cul-

tures and hear how different people speak. We as Americans need to stop thinking that we are special and only need to know English. Kids in Africa easily know three languages. There is no reason why we are different," Hall said.

Perhaps with this outreach to Woodbury and Shaker's continuing tradition of fostering foreign exchange, global unity and awareness through language will occur.

### Foreign language study increasing in high schools nationwide



## Junior Celeste Ng wins free trip to Germany



Shakerite photo by Grace Fuller

BY TOBY BULLOFF  
Co-Feature Editor

Junior Celeste Ng won grand prize in the 1997 Daimler-Benz and Goethe-Institut "Win Friends - Discover Germany!" contest. She will represent Ohio on a three-week, all expense-paid study tour to Washington, D.C. and Germany.

According to the contest press release, over 200,000 students entered from throughout Canada and the US. The contest tested students' knowledge of contemporary Germany after watching a video highlighting German life, multi-cultural customs and recycling.

After Shaker was notified in mid February as Ohio's winner, German teacher Mary Ashcraft and Chair of Curriculum Bill Newby chose Ng as the finalist. She and five other contestants submitted an application with six essays describing their qualifications and hopes for the trip.

Ng is thrilled for her trip, but she said she is overwhelmed at the thought of traveling all the way to Germany.

"People keep telling me it is going to be so exciting. But I am a little bit nervous because I am supposed to be a representative of not only Shaker but Cleveland and all of Ohio," Ng said.

The program begins on June 15 in Washington, D.C. where the winners will meet with their congressional representatives and attend briefings on US-German relations at the State Department and Germany's Embassy. Once in Germany, the group will tour famous landmarks and institutions, participate in a German class at the Goethe-Institut, and visit Daimler-Benz facilities. They will also spend one week with host families of Daimler-Benz employees.

"The only thing the press release does not mention is that the trip is a really terrific opportunity to get to know and travel with American kids for three weeks!" Ashcraft said.

This is the sixth year of the "Win Friends - Discover Germany!" contest. It was conceived to foster mutual understanding and friendship between young people in North America and Germany and to promote a greater interest in Germany and its language and culture. Last year, the number of North American participants reached the one million mark.

Ng said she did not have specific summer plans, so she applied for the contest. She has previously visited both England and Scotland, so she is looking forward to now visiting a country where a foreign language is actually spoken.

"It sounded like a fun thing to do. I hope to meet actual Germans and practice some German, too!" Ng said.

## Shamrock sale battles muscular dystrophy

BY NAJAH FARLEY  
Staff Reporter

March brings St. Patrick's Day with its shamrocks, leprechauns and rainbows. This year students joined forces with radio station Jammin' 92 by holding a shamrock sale to raise money for the Muscular Dystrophy Association.

Shaker competed with other area schools from Feb. 20 to March 17 in the "Shamrocks Against Dystrophy!" drive. The school which sold the most shamrocks for a dollar each will receive a school dance hosted by Jammin' 92 disk jockeys "Jake and the Fatman."

Student Council promoted the shamrock sale with PA announcements, posters and word of mouth during lunch hours.

Junior class secretary Kim Breese felt that students lacked enthusiasm for the drive.

"I would have liked to have had more support and participation from students," Breese said.

Senior class vice president Allen Foster expressed the same disappointment with the sale.

"Students did not take the sale as seriously as they should have because they really did not understand the purpose. They do not realize that people are less advantaged than they are and it is a good thing to help them out," Foster said.

Student Council plans to match the amount raised by the sale of shamrocks and donate the money to the Muscular Dystrophy Association.

The sale raised little money, but the Student Council still believes that the funds they received will be going to a worthy cause.



## Elevate, educate, achieve

### Students set goals for African American Culture Association

BY RACHEL ZINN  
Co-Feature Editor

Every Wednesday after school a group of students come together to celebrate their heritage and find strength in community. The African American Culture Association is beginning to shift into high gear.

Junior Shaunay Steel founded the club last year, and is now the president of the group, which is advised by social studies teacher Ruben Henderson.

Senior Marvelous Miles has attended a few club meetings, and said she enjoyed them.

"The meetings are basically a place to go and get things off your chest. We discuss important issues facing African Americans today," Miles said.

Junior Marita Johnson, the vice-president of the club, said that the club aims to address issues of education.

"One of our main goals is to educate black people and get them more involved with activities at school," Johnson said.

The club sponsored a three-on-three basketball tournament earlier this year in order to raise money. They are also currently selling buttons for 75 cents in the cafeteria to raise funds for club activities. The club also hopes to raise money with a fashion show featuring African clothing.

The African American Culture Association held a Kwanzaa celebration earlier this year which included a guest speaker and an feast with traditional

African cooking

Johnson said that an ultimate goal of the club is to take a trip to Africa.

"We are a long way away from planning a trip, and we need to raise tons more money, but it is something to aim for," Johnson said.

Miles is glad to have the club, because she said that the needs of African Americans were not being met by other clubs. Freshman Jeannette Green agreed.

"I think the club is helpful, but I don't think people are taking advantage of it because we don't have many members," Green said.

Miles noted that most club members are underclassmen, and that the meetings were never attended by white students.

"The meetings are open to everybody, but only African Americans come. I don't think that is good, because everybody needs to learn about the history of all people," Miles said.

Johnson agreed that membership was a problem, but said that she expects the club to improve. She feels that some members get frustrated and quit because the club is not accomplishing all of their goals.

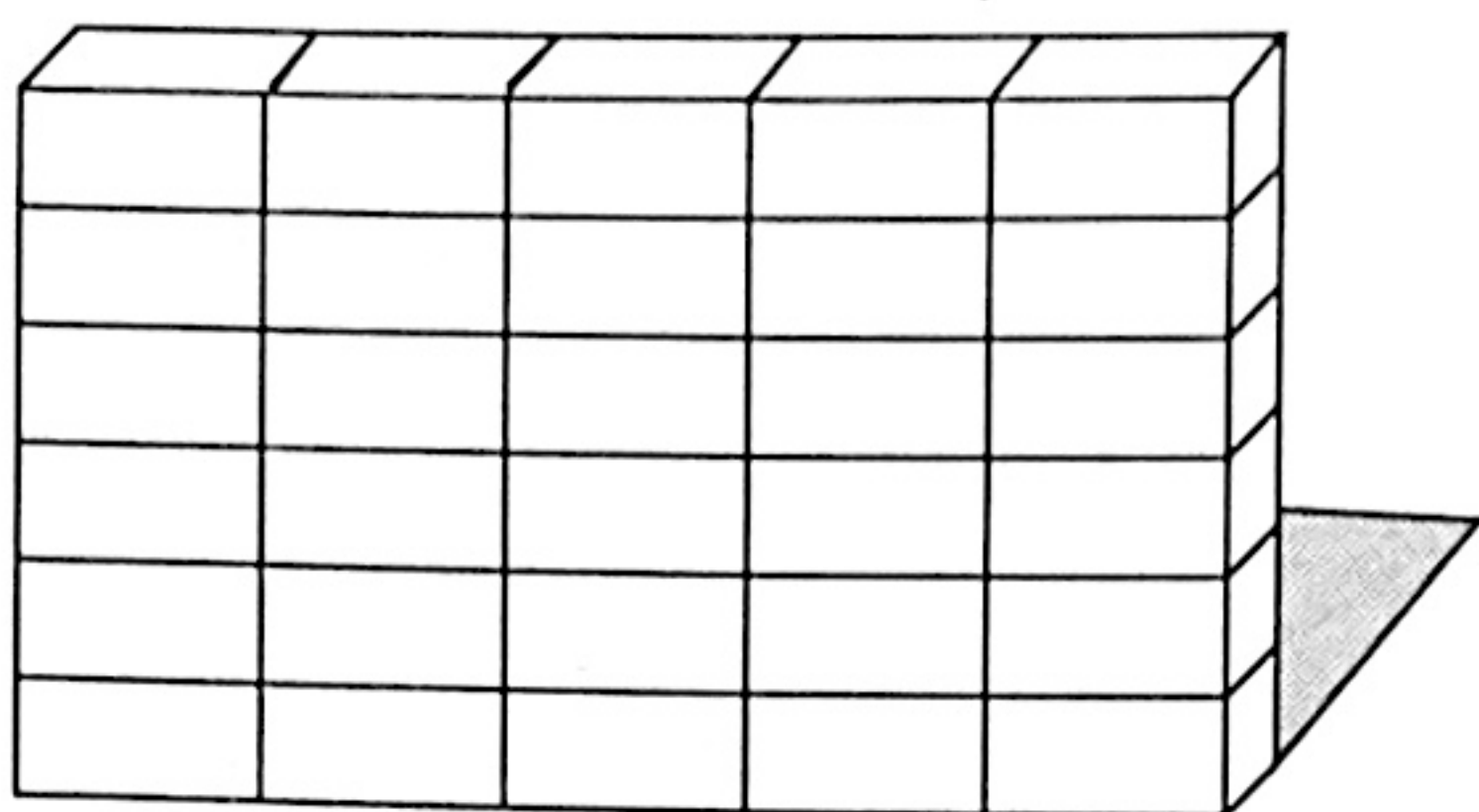
"We need to get better organized. We are new at this, so we need to get more experience and a little help. We are doing all right for just starting, but we hope to do better," Johnson said.

Meanwhile, new members are always welcome to stop in and help this unique club celebrate diversity and history.



# Over the wall

**Students explore education outside high school**



## Art museum & institute prove valuable for students

BY SARAH LEVIN

Staff Reporter

Although the high school offers many art courses, from art exploration to ceramics to graphic design, many Shaker students pursue more advanced and specific art classes outside of high school.

Senior Brian Ackley, who plans on going to art school next year at either Parsons or the School of Visual Arts, takes AP Art History. AP Art History is a year-long course offered at the Cleveland Museum of Art and has mostly Shaker participants. Ackley is taking the AP exam at the end of the course to receive college credit.

"I like art history because the AP credit will transfer to college when I go next year," Ackley said.

Senior Mollie Folkman also takes AP Art History with Ackley. She said she takes the class because she has an appreciation for art.

"I took the class because I am a musician, and as a musician I have an appreciation for all art forms. I did not have very much knowledge about art history or the other aspects of art that we study in the class, and I wanted to learn more about it. Everyone should have some sort of art education. It makes people more knowledgeable, and this class certainly has broadened my view of art," Folkman said.

Senior Shelli Calland took art history last year and appreciated the museum as a learning resource. She said that the class was not comparable to her high school classes because the teacher seemed more like a real college professor. Calland said she used art history as a stepping stone for further studies.

"I have always liked art history, so when I get to college I want to take something past the introductory level," Calland said.

Junior Joranne Jernberg also takes art history, but would not recommend it because class is almost entirely lecture-based. She said they go into the galleries every few classes, and they have toured the restoration area once. Even though Jernberg says the class is easy, it is a big time commitment.

"After school I do not feel like going to class for another two hours. I thought the class was going to focus on art as a reflection of the times, but it is not. I was more interested in the history aspect and thought it would be a more intense version of Modern European History. But it is really just about specific pieces of art and how they were made," Jernberg said.

It is certain that many Shaker students wish to further their education in art. Ackley, Senior Liz Bell, and Senior Jennifer Skirball are such students who take courses at Cleveland Institute of Art.

Ackley takes pay-as-you-go figure drawing classes. He feels taking drawing and art history has given him an edge on his portfolio he must submit to art schools.

"I can always take an art class at the high school, but going to figure drawing allows me to work on what I like every week. It has also given me more experience," Ackley said.

Skirball, who like Ackley plans on attending art school next year, has been taking jewelry making classes at the Cleveland Institute of Art (CIA) for the past few years.

"I have always been interested in making jewelry. Even before I started taking classes, I was making jewelry and experimenting in my basement," Skirball said.

Bell decided to take photography at CIA because it would be more intense than the high school offering. However, the class did not completely live up to her expectations.

"The class started off slow because each of the students had different skill levels. We weren't all at the same place in terms of photography experience," Bell said.

With AP Art History offered at the museum and numerous courses at CIA, serious art students are finding ways to excel outside of the high school.



### Class Options

#### Cleveland Museum of Art

AP Art History  
Tues. and Thurs. 3:30-5:30 p.m.

For more info call: 421-7340

#### Cleveland Institute of Art

Jewelry Making  
Wed. 6:30-9 p.m.

Photography  
Tues. 6-9:30 p.m.

For more info call: 421-7000

## Stepping out

**Students take core classes at area colleges to get credit and challenge themselves**

BY TOBY BULLOFF

Co-Feature Editor

Some Shaker students have gone "above and beyond the call of duty" by taking classes at area colleges in addition to their high school requirements.

Juniors Christina Krivanek and Ben Forstag take Russian language classes for five credits at Tri-C Western because it is not offered at Shaker or any closer school. Forstag and Krivanek said they are the only high schoolers in the class, but they do not feel that it is any harder than a Shaker class.

"You keep retaking tests until you get an A, so if you do not get an A in the class, you must have really messed up on the final," Krivanek said.

Krivanek added that since there are also older people and only two full-time Tri-C students in the class, there is a social atmosphere.

"About half of the students have been to Russia, and the teacher is Russian herself. A lot of times we have 'show and tell' which is helpful," Krivanek said.

Krivanek believes she has learned twice as much this year compared to the average first-year language class in high school, but the time commitment and work load have been tough to manage. She even said that the class has interfered with her high school work.

"There is such a fast pace. Now I know that in college they do not stop and review for you," Krivanek said.

Senior Christina Collier, who took English at Tri-C last year in the evenings, also feels she is better prepared for college because of her class.

"Now I realize that college is going to be a lot of work. It was definitely harder than I thought it would be. I had a major paper due every other week," Collier said.

Senior Sam Root, who takes an advanced calculus class three times a week at CSU, said his experience is worthwhile because the class is challenging and it gives him a taste of college a year early.

"What I like is that there is no regular homework and you can miss a class without getting a cut call," Root said.

Root also hopes to save money in college by applying for advanced standing.

Junior Arnetta Whiteside takes "post-secondary enrollment options" at Tri-C. She is taking a musical sound recording class three times a week.

"I am trying to get out of high school and I want to finish college early. I'm also kind of sick of Shaker," Whiteside said.



**"The class takes up four hours every Monday and Wednesday, and we sometimes have up to two hours of homework. It definitely cuts in on my high school work."**

**— Junior Christina Krivanek takes Russian at Tri-C**



**"Now I feel better prepared for college. The class was definitely harder than I thought it would be."**

**— Senior Christina Collier took English at Tri-C**



**"I am trying to get out of high school and I want to finish college early."**

**— Junior Arnetta Whiteside takes classes at Tri-C**



- ✓ Congratulations to men's basketball coach Bob Wonson on being named Northeast District and Ohio Coach of the year.
- ✓ Best wishes to diving coach Jeremy Rosenthal. He announced his retirement at the winter sports awards banquet.

## SHAKER'S FORMER STARS

*And where they are now*

### John Sauerland - 1982

**Age:** 32 Attended the University of California Los Angeles

**Current Residence:** University Heights, Ohio

**High School Achievements:** State champion in the 50-yard freestyle in '81 and '82. State champion in the 100-yard freestyle in '82. All-American swimmer in '82 in the 50-yard and 100-yard freestyle and the 400-yard freestyle relay.

**Notable Achievements since graduation:** Four time All-American swimmer at UCLA. Swam at the Olympic trials in '84. Finished third at the NCAA meet in '85. Gold medalist in the 50-meter freestyle at the Goodwill Games in '86.

**Most memorable achievement ever:** Winning a gold medal at the Goodwill Games



### Malcolm Sims - 1992

**Age:** 22 Is currently attending Cleveland State University

**Current Residence:** Shaker Heights, Ohio

**High School Achievements:** Named to the All-Ohio basketball team in '92. Named Ohio's Mr. Basketball (Player of the Year) in '92.

**Notable Achievements since graduation:** In '93, was named to the first team All-Newcomer in the Mid-America Conference. This season is on the second team All-MAC squad. Was the leading scorer for Cleveland State this season averaging 15 points per game. Sims is looking to continue basketball professionally next year.

**Most memorable achievement ever:** Scoring 55 points versus St. Joe's in '92



### Mike Melley - 1993

**Age:** 22 Is currently attending Arizona State University

**Current Residence:** Tempe, Arizona

**High School Achievements:** State champion in the 500-yard freestyle in '93. All-American swimmer in the 100-yard freestyle, 200-yard freestyle and 500-yard freestyle in '93. School record holder in the 200 and the 500-yard freestyle.

**Notable Achievements since graduation:** Received swimming scholarship to Arizona State University. PAC 10 All-Academic Scholar-Athlete from '94-'97. Participated at the '95 World University Games in Japan.

**Most memorable achievement ever:** Making the World University Games in Japan



**Age:** 21 Is currently attending Princeton University

**Current Residence:** Princeton, N.J.

**High School Achievements:** Named to the All-Ohio field hockey team in '93. All-American lacrosse player in '94. Participated on the varsity swim team through her junior year. Ran indoor-track her senior year.

**Notable Achievements since graduation:** Played lacrosse for Princeton for two years. Member of the NCAA runner-up team her freshman year. Completed a triathlon in Cleveland last summer. Currently coaches a seventh grade lacrosse team.

**Most memorable achievement ever:** Winning the Mid-West Tournament in '94.



### Pep Llinas - 1988

**Age:** 26 Attended Miami University (Ohio) on a full tennis scholarship

**Current Residence:** University Heights, Ohio

**High School Achievements:** Played first singles on the tennis team. Was state runner-up in '86, finished third in '87 and fourth in '88. Was the vice-president of Student Council. Is the only Shaker tennis player to receive a full scholarship.

**Notable Achievements since graduation:** Playing first singles was the Mid-America Conference champion in '89 and '90. Was named to the All-MAC team two times. Is currently an assistant coach to the high school team.

**Most memorable achievement ever:** His whole sophomore season overall



### Brent Urcheck - 1994

**Age:** 21 Is currently attending the University of Richmond

**Current Residence:** Richmond, Virginia (UR)

**High School Achievements:** Played varsity baseball and was named All-Ohio catcher in '94. Was Lake Erie League baseball MVP in '94. As quarterback, led the varsity football team to an Erie division title in '93. All-LEL football player.

**Notable Achievements since graduation:** Playing baseball at Richmond moved from catching to playing in the outfield. Is a business major.

**Most memorable achievement:** Going to the regional championship his senior year

**Another memorable achievement:** Leading the football team to a LEL title in '93.



## Lacrosse has another title on their minds

BY ADAM COLE-KELLY

Staff Reporter

The women's lacrosse team is optimistic and still looks to repeat their Midwest Championship title, despite the loss of a talented group of players to last year's graduation. Players said the team will look to the new seniors for leadership.

Head coach Liz Wilson said it was not the loss of one particular player, but the whole group. She said for the past three years there was a core starting line up, and now the new starters will have to work hard and fill those empty spots.

"[The core members] were the lead roles for three

years, and everyone else was supporting cast," Wilson said. "Now the other people have to step it up and that's a big change for some of them."

"After losing so many talented players it was important for people to step it up, and this year's seniors have done a great job of that," junior Anne Selden said.

Senior Shannon Cunningham also spoke about the importance of senior leadership on the team.

"I think all of [the seniors] have made an effort to serve as leaders on this team," Cunningham said. "Hopefully our leadership will help the team adjust to the loss of [last year's graduates]."

Although some players said the loss of last year's class would hurt, others said it could end up helping the team this year.

"Last year we had a few superstars and a lot of pretty good role players," senior Leslie Zappala said. "This

year we have a lot of really strong players without any superstars. I think it creates a good sense of team unity."

According to junior Megan Vail, in order to attain the success of previous teams, this year's squad has been working hard in the off-season, training both indoors and outdoors.

Junior Angela Goodwin said the team will look for contributions from players who did not get an opportunity to play much last year but are eager to display their skills.

"Because of all the girls who always started, there were a lot of good players who did not get a chance to play last season," Goodwin said. "This year they will, and that's exciting for us as a team and individually."

The lady Raiders will begin their season April 9 at home against Cleveland Heights.



## Big things expected from the brothers Ranade

BY AMY COHEN  
Staff Reporter

Brothers junior Parashar and freshman Amit Ranade are the sibling tennis duo who recently moved from Atlanta to Shaker earlier this year. While both may be new to Shaker, neither are new to the game of tennis.

Both Parashar and Amit began playing tennis around age 11, under the influence of their tennis playing parents. Amit also gives credit to his brother for introducing him to the game.

"Parashar started playing a little earlier than me. That's actually what pushed me to start playing," said Amit. "I saw how well he was doing, so I started to play."

Playing first singles for his previous high school team in Atlanta, which is ranked second in the state, proved to be beneficial to Parashar who is ranked seventh in the state of Georgia's 16-and-under category. Yet he looks toward playing on the Shaker team as an experience which will allow him to acquire even more benefits.

"I'm definitely looking forward to playing for Shaker. It will be nice to meet new people and have a good time," Parashar said.

Amit, who is ranked eleventh in the 14-and-under age range in Georgia, said he is eager to begin playing at a high school level.

"This is my first year playing on a high school team, so I'm really looking forward to that," Amit said.

Head coach Allan Slawson sees the addition of the brothers as one that will especially improve the team's competitive play.

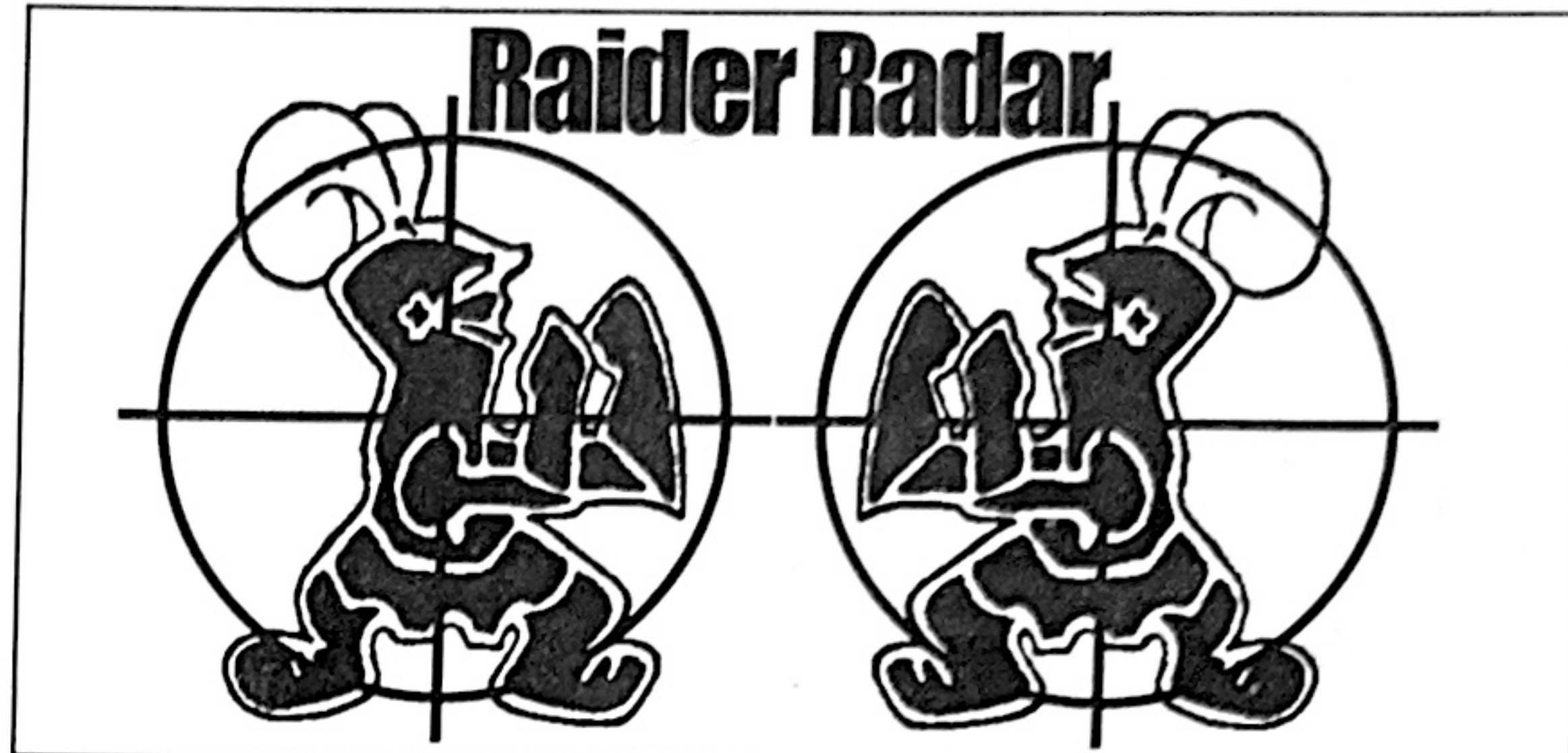
"Parashar and Amit strengthen us as a state contender," said Slawson. "They really make a big difference with who we can contend with."

Contending with each other has proved to be an unlikely task of the two, who say they have been tennis partners even from the beginning.

"We've always hit together even when we were younger, so we try to give each other tips," said Parashar.

Both brothers agree that each sibling benefits from the other. Parashar and Amit hope the knowledge and advice that each offer the other can also be extended to the Shaker team.

"We play with each other everyday so we know each others' games," Amit said. "I usually ask him what I need to do, and he'll ask me. We always work together."



## Just when you thought nobody was looking...

**TOMMY'S CLOSE CALL** - Only in America can you almost be arrested for going to school. That's what happened to me on March 16. I came in to the Shakerite office to take care of my editorial duties, but little did I know that the school was guarded by a powerful security system and excellent motion detectors. After I effectively climbed through the window, I was apprehended by a janitor and the police.

**SWIMMERS STILL SICK** - Numerous members of the varsity swim team have caught a bug that has resulted in headaches and/or extreme nausea. Affected members include freshmen Robin "Little Neal" Thomson, Molly "Little Pete" Psarras; sophomores Seth "Forehead" Chokel, Paul "Just do it" Bosley, Sarah Minshall and juniors Brian "Charlie Brown" Moore, Peter "Heavy Pete" Psarras, Chris Taylor.

**HE IS MY HERO!** - Sophomore Tianjian "Vince" Wen has met many new heroes since coming to Shaker. Sports figures that have been named as Wen's heroes include juniors Michael Gross and Matt Keay and seniors Brad "BuBu" Thompson, Brent Fuller and Brad Keys.

**LONG LOST PREDICTION** - In my predictions in last month's edition, I accidentally left out one of the most important predictions of the whole year. I predict during the softball season senior Lyndsey Mirmelstein will pitch four perfect games, three no-hitters and will hit 44 homeruns.

**SIMPLY THE BEST** - Not only is the men's varsity tennis team predicted to be one of the best teams in the state, they are also predicted to be the best dressed team in the state. This prediction was made after head coach Al Slawson was named "Stud of the Week" by *Studs Weekly*.

**SPRINT IT GENTLEMEN!** - Math teacher/genius Gene Tournoux and science teacher Mark Hoskins go on intense jogs at least three times a week. Tournoux and Hoskins are often spotted sprinting by their adoring students.

**KEEP YOUR EYES OPEN** - Co-Editor-in-Chief Scott Fuller and Co-A&E Editor Brendan Masini have been negotiating with the sports pages about having one last edition of the infamous *Brendan vs. Scott*.

# Raiders of the Month

BY GEOFF DIETRICH  
Staff Reporter

Shaker's track team has yet to start their '97 season, but the indoor season has been a way for junior Breanna Hart to prepare for the upcoming season of competitions.

The indoor track team is coached by Henry Woodard and Angela Goodrum. The indoor season began Feb. 6, and ended on March 26. It is a way for Shaker track runners to compete in track events before the season begins.

Hart ran on the indoor track team this winter and competed in the 55-meter dash and the 4 x 160-meter relay.

She plans on participating in these events this spring for the school team.

The indoor track team has had a big influence on Hart's running, and Hart said it will help her compete victoriously this spring.

"I think it prepares me for the outdoor season, and it gives me an idea about how well I will perform," Hart said.

In addition, Hart feels indoor track is a good way to keep in shape.

Hart has been running track for five years. Since seventh grade she has been an avid participant in track, with the exception of her 10th grade year when she took some time off.

"I just felt I needed a break," Hart said.

Though Hart has been running track for the last five years, last year was her

first year at Shaker. She came here from Lincoln West and plans on performing just as successfully at Shaker as she did there.

With the indoor track season ending on the 26th, Hart has begun to prepare with Shaker's track team for the upcoming season. Her participation in the indoor meets in Perry, Ashland and Euclid have prepared her for this year.

"I feel all the running I did this winter will make me ready to run for Shaker, and I look forward to competing in both the 55-meter and 4 x 160-meter this spring," Hart said.

Hart's addition to the team this year should be a great help this year, according to Woodard. The season will begin in a few weeks and Hart expects to be performing well with her new team.



**BREANNA HART**

Shakerite photo by Grace Fuller

BY NIKI DORSKY  
Staff Reporter

To coaches and peers, senior Randy "Skip" Williams is the ideal athlete—remarkably talented and refreshingly modest.

As an indoor and outdoor track participant, Williams has accomplished untold feats in the past four years.

Williams attended Shaker schools through eighth grade. He then went to St. Ignatius with the initial hope of becoming a football star. Though football stardom was not in his grasp, it became evident that he was destined to excel in track.

His first year at Ignatius, Williams earned the Most Valuable Freshman title for his long jumping performances. The following year he made it to states in the high jump but did not place.

Williams returned to Shaker his junior year. Here he began to run the 200 competitively.

"Coaches at Ignatius said they didn't see me as a runner so it was sort of surprising when I came to Shaker and had all this encouragement to try the 200," said Williams. "Without them, I would never have thought of running it."

At Regionals his junior year, Williams suffered from femoral stress fractures in the leg off of which he jumps. This injury prevented him from advancing to states.

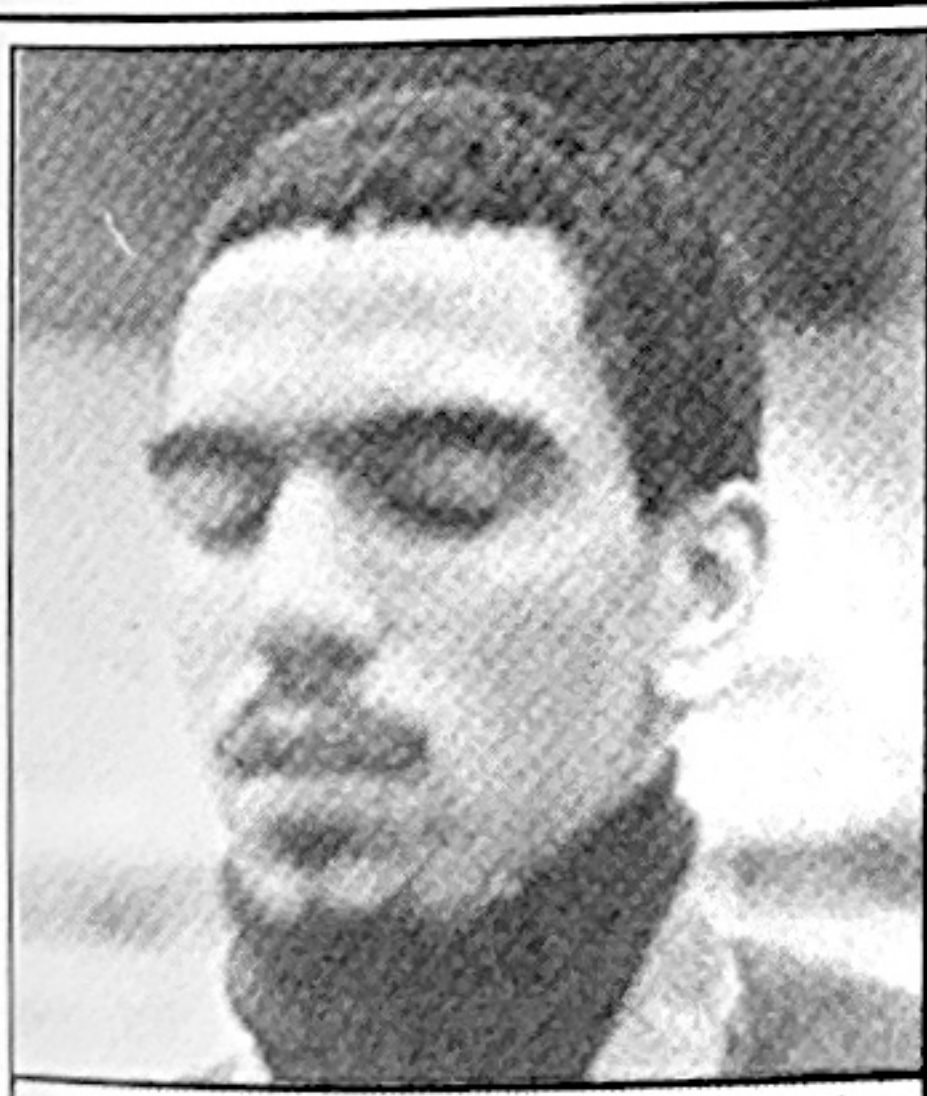
So far, his senior year has been a

happier story. During indoor track season, his high jump broke the school record twice. First with a 6'8" jump and then with a 6'9" one. The record had previously been set at 6'7.25".

Williams competed in the indoor state championships at Ohio State where he won the long jump and took second in the high jump. Ohio State is currently his first college choice. He plans to attend with a track scholarship.

The above accomplishments are but highlights of Williams' track career. Though he may not admit it, there are many more among them. According to junior Jackie Munyasya, success has obviously not gone to his head.

"Skip's very modest and a great leader for the team, I'm sure he'll do very well this season," said Munyasya.



**RANDY WILLIAMS**

Shakerite photo courtesy of Randy Williams



# RED RAIDER WRAP-UP

## Out with the old...

*This year is a memory; see you next year!*

### Men's Swimming

- 8-0-0 (1.000)
- District Champions

### Women's Swimming

- 8-0-0 (1.000)
- LEL Champions

### Men's Basketball

- 19-3 (.864)
- Lost to Euclid in District semi-final

### Women's Basketball

- 6-16 (.272)
- Fourth in Erie Division

### Ice Hockey

- 18-8-2 (.690)
- Red Division Champions

### Wrestling

- 8-5 (.615)
- Qualified eight wrestlers for States

Combined  
Raider  
Record:  
148-85-11  
(.629)

Raiders stats  
accurate  
as of  
3/22/97

## In with the new...

*Watch these teams heat it up this spring!*

### Baseball

- First game April 1 at Brecksville

### Softball

- First game here today at 4:30 p.m.  
against Madison

### Men's Lacrosse

- First game here today at 4 p.m.  
against Walsh

### Women's Lacrosse

- First game at home April 9 against  
Cleveland Heights

### Men's Track

- First meet April 8 at Parma

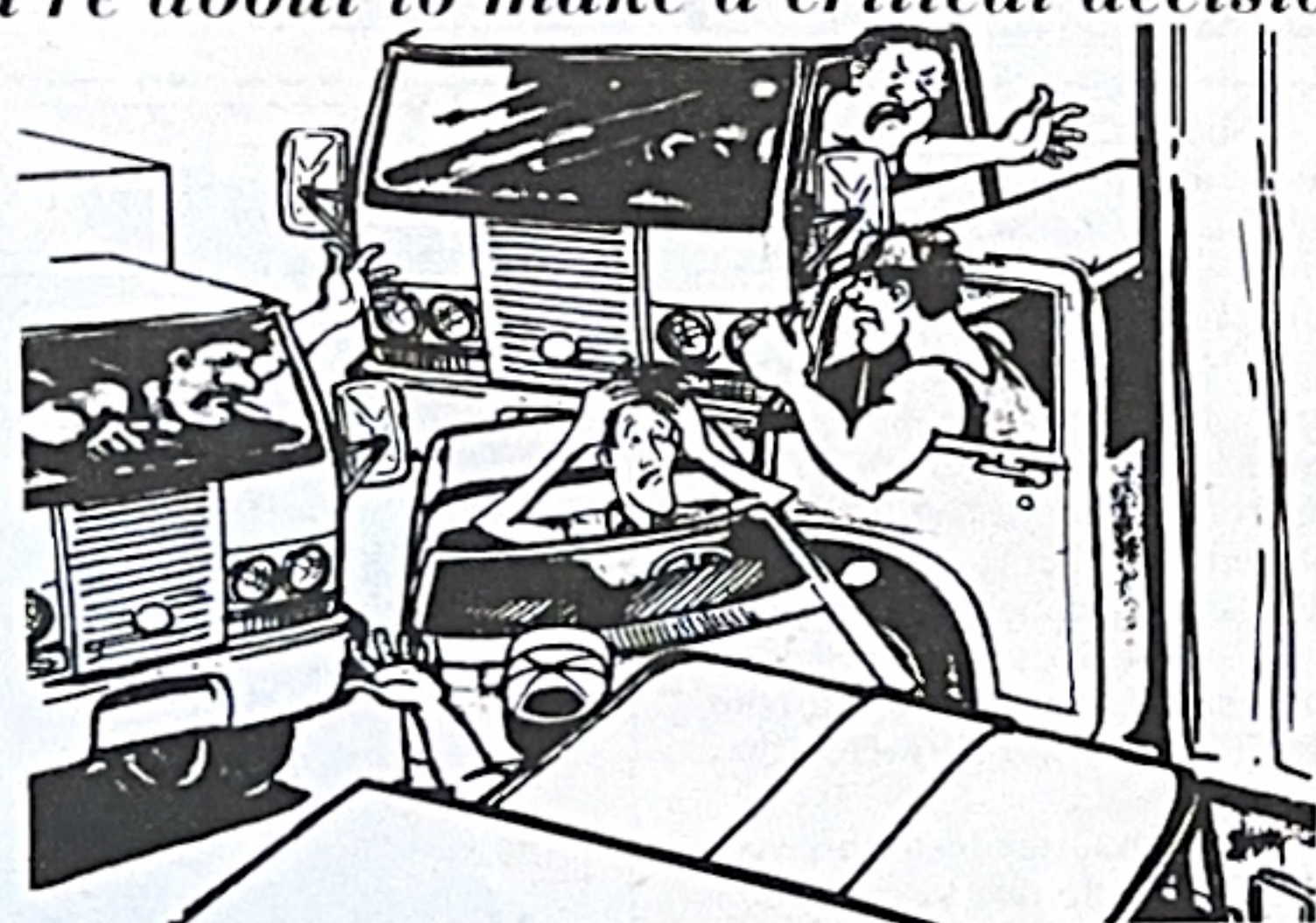
### Women's Track

- Open their season at the Salem  
Invitational April 4

### Men's Tennis

- First match April 4 against Liggett High  
School from Detroit

*You're about to make a critical decision...*



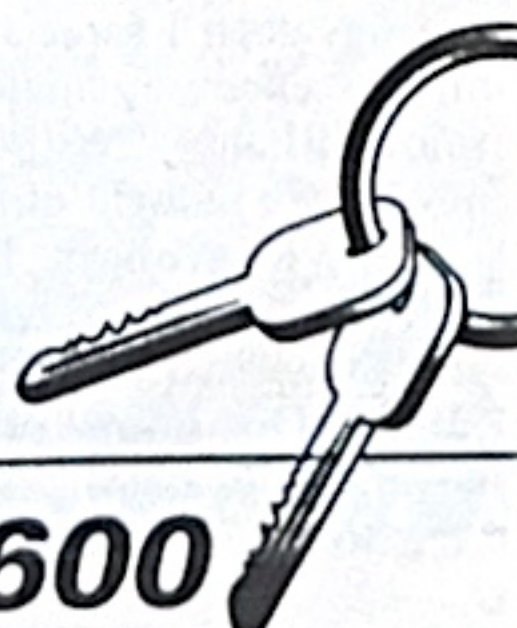
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